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COURSE OF STUDY
FOR THE
ELEMENTARY SCHOOLS
OF
NORTH CAROLINA

READING
LANGUAGE
SPELLING
HEALTH
ELEMENTARY SCIENCE
CITIZENSHIP



PUBLISHED BY THE
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION
RALEIGH, N. C.

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COURSE OF STUDY
FOR THE
ELEMENTARY SCHOOLS
OF
NORTH CAROLINA

PRESS OF
OBSERVER PRINTING HOUSE
CHARLOTTE, N. C.

ELEMENTARY SCHOOL
CITIZENSHIP



APPROVED BY THE
STATE DEPARTMENT OF PUBLIC INSTRUCTION
Raleigh, N. C.

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INTRODUCTION

Only a few elementary texts can now be changed in any one year. This makes necessary the division of the course of study into two or more parts. The present volume treats the subjects in which new texts have been adopted since the last course of study was published, and two subjects in which no text is required.

A special committee from the staff of the State Department of Public Instruction has had direct responsibility for this work. This committee consisted of James E. Hillman, Chairman; Juanita McDougald, Secretary; L. C. Brogden, Nancy O. Devers, G. H. Ferguson, Susan Fulghum, M. C. S. Noble, Jr., and Hattie S. Parrott.

Associated with this central committee were school people in this State and elsewhere who assisted directly in the study of the various subjects. Acknowledgment is given to these friends and students of education who have rendered this help.

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- Teachers, supervisors and other educators who read and evaluated the course.
- The Curriculum Committee preparing the Elementary School Curriculum for the public schools in the State of Minnesota.
- The Curriculum Committee preparing the Course of Study in Reading for Fresno, California, public schools.
- Other State Courses of Study used for checking on present-day trends in curriculum making and contents of courses of study.
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This course of study has been prepared within a year by people who were extremely busy with other important and pressing duties. A year does not offer one sufficient time to translate his best experience into a written course of study even when it is possible to give it undivided attention. The people doing this work, therefore, labored under two very severe handicaps: (1) A limited time in which to do the work, and (2) the pressure of other duties. In spite of all this, however, it is believed that this bulletin represents an accurate expression of the best current thought on these subjects. We are well aware that the making of a course of study is not a static thing, but represents a dynamic and a continuous effort. The work of today may be entirely discarded on the morrow.

It is hoped that teachers using this bulletin will find the treatments contained herein stimulating and helpful, and that all teachers, principals, supervisory and administrative officers will coöperate with us to the end that the next effort may be an improvement on this.

I wish here to express my appreciation to the several members of this department for their unstinted and willing effort in this great undertaking, as well as to the many friends of elementary education outside of this department who have given freely of their time and effort, without reward or compensation of any kind, in the preparation of this course of study.

A. T. Allen
State Superintendent of Public Instruction.

COURSE OF STUDY

GENERAL STATEMENT

This volume of the Course of Study for the Elementary Schools includes the following subjects:

Reading
Language
Spelling
Health
Elementary Science
Citizenship

Each subject is treated quite fully and in detail. There is little need, therefore, for an extended statement of a general nature. Attention is called very briefly to some conceptions and purposes of education and certain underlying principles which are embodied in this Course of Study, so that the teacher may more effectively interpret the suggestions given to meet the needs of her children.

AIMS AND OBJECTIVES OF EDUCATION

Education seeks to promote the satisfying of the needs of humanity as a whole. It strives for the advancement of mankind. Education is concerned with the discovery of the most satisfactory adjustments of an individual to the people, things and conditions in the world. It is concerned not only with understanding, controlling, and effecting changes in the outside world which promote the general welfare, but in bringing about the changes in human nature which result in the desired adjustments—thus producing changes in human knowledge, skills, feelings, emotions, morals, in habits of every type.

Education seeks to increase human happiness. It means happy and fruitful living here and now in all periods of life for the child and the adult. That education is desirable which promotes the expanding, adopting, and enriching of the child's present life so that he lives most profitably to himself and society. As the child develops, his experiences should be constantly reorganized, so that his wants become increasingly those which by promoting the welfare of others rebound to satisfy his own desires. He must grow, too, in power to fulfill his constantly improving wants. The school seeks to provide those experiences which contribute to the child's growth and which are his means of adjusting himself to the life around him and of aiding society in the reconstruction of its experiences to further its progress and development.

Objectives of Elementary Education.—For about a decade now the Seven Cardinal Objectives of Education have been generally accepted as the aims or principles of education, especially in the secondary field. These aims or objectives are:

1. Sound health.
2. Worthy home membership.
3. Mastery of the tools, techniques and spirit of learning.
4. Faithful citizenship.
5. Vocational effectiveness.
6. Wise use of leisure.
7. Ethical character.

With varying degrees of emphasis these aims would be the general aims of elementary education. With slight variations, modifications, and adaptations they are now accepted. The Committee on Elementary Education of the New York Council of Superintendents* in its report on October 1, 1929, proposes that the function of the elementary school is to help every child:

1. To understand and practice desirable social relationships.
2. To discover and develop his own desirable individual aptitudes.
3. To cultivate the habit of critical thinking.
4. To appreciate and desire worthwhile activities.
5. To gain command of the common integrating knowledge and skills.
6. To develop a sound body and normal mental attitudes.

An analysis of these aims or this function of the elementary school shows how completely they are embodied in the Seven Cardinal Principles of sound health, worthy home membership, etc.

In still a little different manner, Thorndike and Gates in their *Elementary Principles of Education*, discuss these aims under "The Major Present Needs of Education." There are two classes of five groups each. The first class deals with the need of proper adjustments to phases of the present-day environment; the second class has to do with several types of equipment needs to every individual. They are classified as:

I. Needed Adjustments to Situations in Modern Life:

1. Adjustments to the physical world.
2. Adjustments to economic situations.
3. Adjustments to family situations.
4. Adjustments to social situations.
5. Adjustments to civic situations.

II. Needed Types of Personal Equipment:

1. Physical health.
2. Mental health and balance.
3. Recreational resources.
4. Ethical and religious resources.

There is nothing contradictory in these aims as presented from these different sources. They supplement, interpret and reinforce each other. They should make more real and more intelligible the aims as expressed in the language of a single authority. With that understanding, the discussion of aims or objectives of Elementary Education takes this form rather than one set of generalized statements.

SOME PRINCIPLES UNDERLYING THE COURSE OF STUDY

The child is the center of the educational endeavor. The course of study, the experiences which go to make up the curriculum, the methods to be employed, all should contribute toward bringing about desirable outcomes in habits, skills, knowledges, understandings, abilities, appreciations, attitudes and ideals which will help the child effectively to meet situations in life. The selection and organization of the content of these

* Cardinal Objectives in Elementary Education, Committee on Elementary Education of the New York Council of Superintendents, The University of the State of New York, Albany.

experiences, the materials, activities and situations should be adjusted to the period of development, the capacities, attainments, needs, interests and enrichment of the child's life.

The importance of psychology in education and learning should find reflection in a course of study. The psychology of learning; child nature and his needs; the significance of individual differences; the place and value of method, these and other phases of psychology and its application entered into the development of this course of study. Every teacher should become thoroughly acquainted with these laws and principles and should make them a part of her professional equipment.

Earnest efforts have been made to work out the Course of Study in the different subjects with the contributions of these experiences to the child's growth and development in mind and to show the teacher that provision for the organization of these experiences is to be determined in the light of the child's needs and interests. In those subjects in which there are State-adopted texts the effort has been made to indicate how these may be used and adapted in meeting the needs and interests of the children and in organizing the work.

Function of the Course of Study.—The course of study is understood to be a working guide to assist teachers in helping each child achieve those educative experiences which will bring about the outcomes agreed upon as most desirable. In general these outcomes would be the realization of the aims and objectives of education, and of elementary education in particular.

SUGGESTIVE TIME DISTRIBUTION TABLE

The suggested weekly time allotments which follow are offered as tentative bases for the work. Manifestly, the distribution of time should be determined by the needs of the children. The use of large units of work with provision for children's interests and enriched experiences will often call for a combination of subjects and the reorganization of the materials of instruction necessary to carry these on. Directed or supervised study is regarded as a vital part of the classroom work.

The suggested weekly time table here presented has grown out of a careful study of investigations in this field. These studies and references include:

AYER: Time Allotments in the Elementary School Subjects—United States Department of the Interior, 1925.

COVERT: Time Allotments in Selected Consolidated Schools—United States Department of the Interior, 1930.

GLASS: Curriculum Practices in the Junior High School and Grades 5 and 6—University of Chicago, 1924.

KYTE: A Study of Time Allotments in the Elementary School Subjects—California Curriculum Study Bulletin No. 1, University of California, 1925.

WOODY: The Amount of Time Devoted to Recitation and Study in the Elementary Schools of Michigan, University of Michigan, 1927.

Teachers will find a study of these references stimulating and helpful. The importance of a schedule of work can not be too strongly emphasized. The State Department of Public Instruction will render direct assistance to those who make their wishes known.

SUBJECTS	GRADES—MINUTES PER WEEK						
	I	II	III	IV	V	VI	VII
English:							
Reading, Literature*, Library.....	550	525	400	300	225	200	450
Language.....	110	125	150	175	200	200	
Spelling.....	50†	80	80	75	75	75	
Handwriting‡.....	75	75	75	75	75	75	45
Arithmetic.....	50	100	150	200	200	200	240
History and Citizenship§.....	\$	\$	100	60	120	160	225
Geography.....				150	160	175	225
Nature Study and Elementary Science¶.....				60	60	60	60
Health and Physical Education+.....	150	150	150	150	150	150	150
Arts:							
Fine Art and Industrial Arts.....	90	90	90	80	80	80	60*
Music.....	75	75	75	80	80	80	80

*Literature is a part of both the reading and language courses and is provided for in the total time given to these subjects. Additional time as needed should be given.

†Latter part of term, if formal work is given.

‡Less time may be given by students measuring up to grade standard on a standard writing scale.

§Ideals and responsibilities of citizenship with a study of home life, community life, and relationships with other peoples and countries, should be emphasized. Related experiences are frequently included in large unit work, activities, other subjects, especially reading, language, health work, history and geography, and in opening exercises. At other times special periods are used.

¶The nature study and science work are frequently included in large unit work, activities, or other subjects, especially reading and language, health, geography and history. At other times special periods are used. In grades 4 to 7, it is suggested that approximately an hour a week be given to elementary science as defined in this course of study.

+At least an hour a week should be given to health instruction and training, and an hour a week to physical education.

Additional time (1½ to 2 hours) should be added if industrial and practical arts are taught.

READING

Introductory Statement

This outline is planned to serve the teacher as a working guide in her efforts to prepare for, to initiate and to develop a course in reading instruction based upon the general and specific needs of the pupils in their growth and progress through the grades. The trend in educational method today justifies the daily, consistent and continuous participation of the classroom teacher in the constructive development of the course of study. Therefore, the needs of the teacher from this point of view in course of study making are an important consideration.

Only by the continuous study of the literature in this field; by modifying objectives, methods, and techniques; and, by maintaining constantly the critical attitude and the spirit of research can the classroom teacher hope to succeed in the development of a satisfactory and adequate program of reading instruction. Careful records of strengths, weaknesses, and suggestions for changes or additions, should be made by the teacher. These data are valuable (1) in evaluating the program as it proceeds and (2) for revising the course from time to time.

The value of this outline course in reading will be determined, in large measure, by the extent to which each teacher recognizes the inherent worth of the principles underlying the suggestions herein contained, and by each teacher's willingness to participate in the work of initiating and developing a well-organized, adequate, and appropriate curriculum involving reading as the most important subject.

The outline contains statements and suggestions concerning the objectives in reading, materials of instruction, activities and methods of procedure, outcomes by grades, promotion standards, and general problems and principles involved in a program of reading instruction. It presents suggestions for adapting the program to pupil needs and grade situations and indicates methods to be used for checking the degree of progress made. It must be understood, however, that these statements and suggestions are designed to guide and not to limit the teacher in her efforts to work out an adequate program of reading instruction based upon the immediate and ultimate needs of the pupils to be taught.

The underlying principles laid down in the Twenty-fourth Yearbook of the National Society for the Study of Education which represents the most modern, progressive, and authoritative ideas on the subject of reading furnish the bases for the suggested program within the school as developed in Part Two of this chapter.

The references listed at the close of each section contain supporting arguments for the discussions of the various phases of reading dealt with in the entire course. The values to accrue in the study of these references will be appreciated by each teacher studying this outline course.

PART ONE: THE NEEDS OF THE TEACHER

In order to be successful in her work, the teacher needs to know and to understand thoroughly certain fundamentally important and highly essential factors which are present in any well-planned and well-organized program of reading instruction. Because of the limitations of this bulletin, only brief and concise statements concerning these factors can be given here, but carefully selected references follow which present helpful discussions of each factor. These professional texts should be available for the teacher's use in her efforts to prepare for satisfactory and efficient service in the schools. For some teachers, this means merely a review; for others, whose specific grade or subject preparation is limited, a real study; and for all teachers working together in one school system, an aid in unifying the course from the first through the seventh grade.

The teacher may expect success in her work if she is reasonably familiar with, and able to interpret in terms of pupil needs, the principles and problems dealt with in the following outline of teacher needs.

The teacher should know:

1. The psychological bases underlying reading.
2. General and specific objectives in reading.
3. What to teach, the content and sources of the reading materials.
4. The important divisions of a reading program.
5. How to discover pupil needs and to adapt the program of reading instruction to these needs.
6. The most effective and efficient methods to follow in classroom work.
7. How to plan the program of reading instruction, to evaluate procedures, and to measure achievement and progress at intervals.
8. Outcomes or results to be expected.

To further aid the teacher in her preparation for the teaching of reading each of the problems or factors listed above is outlined or discussed briefly. Carefully selected references are suggested for the study of each problem. The total list of references makes up an inclusive, though limited bibliography, on the teaching of reading.

I. The Psychological Bases Underlying Reading.

Questions which the teacher should be able to answer:

What is reading? What are the chief purposes of reading? What is the relative importance of reading as compared with other school subjects? What are the factors involved in the reading process? Why is the reading process complex? In the acquisition of the ability to read what are some of the most vital problems? What is "reading readiness"? How may "reading readiness" differ at school entrance and at the various grade levels beyond the first grade? What are the various types of reading activities of children? How are these related to reading in modern social life? What are the different kinds and types of reading? What are the important elements involved in the different kinds of types of reading?

So much of importance is involved in the problems stated here that it is essential that teachers read widely and study carefully the references given, which deal specifically with the problem under consideration. No simple statement will suffice to give the teacher that broad sense of meaning which is to be derived from reading quotations from the leading authorities who have made careful and scientific study of reading problems.

REFERENCES:

- Garrison and Garrison. The Psychology of Elementary School Subjects. Chapters XIII, XIV. Johnson.
- Brooks. The Applied Psychology of Reading. Chapters III, IV, V, VI, VII. Appleton.
- National Committee on Reading. The Twenty-fourth Yearbook of the National Society for the Study of Education. Part One, Chapter I. Public School Pub.
- Yoakum. Reading and Study. Chapter II. Macmillan.
- Burton. The Nature and Direction of Learning. Chapter I, pp. 55-65. Appleton.
- Storm and Smith, Reading Activities in the Primary Grades. Chapter V. Ginn.

II. General and Specific Objectives in the Teaching of Reading.

From the standpoint of both the teacher and the pupil, reading is essential to intelligent participation in the activities of modern life. Two factors are involved here: (a) Studies of society to help select subject matter and method with respect to their social utility; (b) Studies of the child to discover his interests and to help base teaching on the laws of learning.

Reading investigations have brought to light scientific data on each of these two factors. These data furnish the bases for the main objectives in the teaching of reading. As the realization of the importance of reading has increased, the essential objectives to be attained in the teaching of reading have been proportionally enlarged. A study of these objectives offers a foundation on which to build classroom procedure leading to individual pupil growth and development through the reading program.

A. General objectives in the teaching of reading:

1. To give rich and varied experiences through reading which will extend and make significant the experiences of boys and girls and increase their fund of information and thus secure enlargement of life.
2. To provide reading experiences that will stimulate the pupils' thinking powers.
3. To furnish strong motives for reading and establish permanent, varied and desirable interests in reading.
4. To cultivate desirable attitudes and economical and effective habits and skills in reading.
5. To cultivate tastes for good reading material which he selects by acceptable standards he has acquired.
6. To inculcate desirable fundamental behavior, attitudes and ideals through both intensive and extensive reading.
7. To acquaint pupils with sources of the various kinds of desirable reading material.

Although the broad general objectives, as stated above, are all-inclusive as well as clear, yet a more detailed statement of objectives in reading may prove helpful to the teacher in understanding the chief aims and purposes of reading. The attainment of the specific objectives, as classified here, will in the end bring about the achievement of the general purposes for which reading instruction is carried on.

B. Specific objectives in reading.

READING EXPERIENCE:

1. Contributes desirable and useful knowledge.
2. Provides satisfaction, pleasure and inspiration.

ATTITUDES, APPRECIATIONS AND INTEREST:

1. To extend and enrich the experiences of boys and girls, and to develop desirable attitudes toward reading.
2. To cultivate a desire and a love for reading through delightful and varied content.
3. To develop a desire to read and own books of many useful and varied types.

4. To bring about a realization that books are interesting and also valuable for carrying on many kinds of activities.
5. To broaden sympathy toward the experiences of others in all lands and in all times.
6. To stimulate an appreciation of good literature and a desire to make a contribution in this field.
7. To cultivate a sense of humor and correct evaluations on incidents described in reading material.
8. To develop high ideals of character and conduct.
9. To provide for the wholesome use of leisure time.
10. To create a wholesome and permanent attitude of friendship toward books.

HABITS, SKILLS AND ABILITIES:

1. *Content*

- a. To increase the appreciative participation in the thought life of society according to the ability of each individual.
- b. To cultivate the imagination, to increase the power of reflection, and to develop desirable study habits in general.
- c. To develop discrimination in selection of reading materials.
- d. To enrich and extend the vocabulary, thereby improving the individual's use of language, especially in the interpretation and use of what is read.
- e. To train pupils to comprehend *meaning* of word, phrase, sentence, paragraph, and longer units with accuracy and reasonable speed.
- f. To grasp the organization of a selection with regard for major and minor ideas in order of importance and chronological sequence.
- g. To develop the ability to solve a problem, using reading material as a basis for reasoning; to evaluate the worth of ideas presented and to retain the important ideas.
- h. To determine the general nature of material by scanning, and to find specific information by following definitely stated directions.
- i. To have a knowledge of sources of reading materials of all types.
- j. To be able to use library facilities efficiently and effectively.

2. *Mechanics of reading*

- a. To recognize units larger than a word at each eye-fixation (the child is to read in groups of words and in phrases).
- b. To avoid physical reactions which retard progress, such as, finger pointing, head-movement, reading aloud.
- c. To use a well-modulated and expressive voice in reading, with clear enunciation, correct pronunciation and proper phrasing.
- d. Correct posture in standing or sitting with due regard for proper light that will assure optical hygiene.
- e. To develop the ability to attack new words and phrases independently.
- f. To cultivate rapid silent reading.

3. *Care and use of books and materials*

- a. To stimulate the right use and the proper care of books and other source materials.
- b. To develop the proper use of the table of contents, indexes, page references and glossaries.
- c. To develop an appreciation of the beauty of the mechanical make-up of the book, and its general aesthetic values.

The general and specific objectives in reading are discussed more fully in the following references, especially as they are interpreted in terms of definite grade activities:

- National Committee on Reading. The Twenty-fourth Yearbook of the National Society for the Study of Education. Part One, Chapter II. Public School Pub.
 Yoakum. Reading and Study. Pages 257-291. Macmillan.
 The Classroom Teacher, Vol. II, pp. 45-49. Volume VI, Chapter II. The Classroom Teacher, Inc.
 Gist and King. The Teaching and Supervision of Reading. Chapter II. Scribners.
 Anderson and Davidson. Reading Objectives. Chapters I and II. Laurel.
 Mossman. Teaching and Learning in the Elementary School. Chapter IX. Houghton.

III. What to Teach.

It is essential that the teacher have an intimate knowledge of the contents of the texts, basal and supplementary, to be used in the reading program. In addition to these, a wide acquaintance with other books containing children's literature, prose and poetry, of the age and grade level needed is most desirable.

Knowledge of the contents of the basal and supplementary texts is most usable when classified as to type and scope of content (listing under headings according to form, nature and use), and as to extent, gradation, and difficulty of the vocabulary. Extra materials not included in the texts but nevertheless equally essential should be studied. Among these are the materials suitable for making the proper approach to reading, as pictures and the commercial equipment (charts and practice materials) related to the reading books. Materials of incidental reading situations which make up a big part of the day's reading program, and reading materials from other school subjects should be investigated. These should be understood, with reference to individual pupil, and class needs.

The manuals for the basal texts and for some of the supplementary readers offer a very definite and valuable help to teachers in the use of the texts. These manuals should first be studied in connection with the analysis of the texts, and next, in their relation to the reading program for the grade as outlined and suggested in the course of study.

The purpose of the manuals, in the main, is to assist the teacher in a better understanding of the organization of the content and vocabulary of the texts, and to offer a suggested method of procedure in reading instruction. These aids should be studied carefully with a view to adapting the suggestions to the needs of a much broader plan or course, as worked out by the classroom teacher, using this course of study in reading as a guide.

REFERENCES:

- Basal and Supplementary Texts adopted for Use in North Carolina. (See list by grades.)
 Manuals for Basal and Supplementary Readers. (See list by grades.)
 Equipment for teacher and pupil use in the reading program. (See list by grades.)
 National Committee on Reading. The Twenty-fourth Yearbook of the National Society for the Study of Education. Part I, Chapter VII.
 The Classroom Teacher, Vol. II, Chapter IX. Vol. VI, pp. 425-432. The Classroom Teacher, Inc.
 Yoakum. Reading and Study. Chapter VII. Macmillan.
 Gardner and Ramsey. A Handbook of Children's Literature. Scott.
 Mossman. Teaching and Learning in the Elementary School. Chapter IX, pp. 206-227. Houghton.

IV. The Important Divisions of a Reading Program.

Children pass through different stages of development in acquiring mature reading habits. Good instruction recognizes the importance of these periods and provides appropriate training at each stage of development.

Growth periods in the fundamental reading habits should be given careful consideration in planning a reading program. Intelligent interpretation of what is read, speed in silent reading, and fluent, accurate oral reading are specific phases of reading in which there is an increase in ability. The rate of increase in ability in these specific phases of reading at the various growth periods will be valuable information for the teacher.

The organization of a reading program into five important periods or divisions helps the teacher to understand the normal progress of children in fundamental reading habits. While these divisions may or may not exactly coincide with the separate grade divisions of the work in reading, an adjustment of the two programs is easily workable and understood. A detailed statement of the types of progress appropriate during each period, the purposes and organization of instruction, and the desirable forms of achievement may be found in the references and should be studied by the teacher. A brief statement concerning each period is given here.

- A. The *period of preparation for reading* includes the pre-school age, the kindergarten, and frequently the early part of the first grade. Provision for training and experience, which prepares pupils for instruction in reading, is the main purpose of the work in this period.
- B. The *initial period of reading instruction*, which takes place in the first grade, introduces the pupils to reading as a thought-getting process. Through careful planning the teacher seeks to develop ability to read independently and intelligently, simple material such as that found in primers, first readers, and library materials for use in the first grade.
- C. The *period of rapid progress in fundamental attitudes, habits and skills* upon which satisfactory silent and oral reading depend includes the second and third grades and sometimes the fourth grade.
- D. The *period of wide reading*, including the fourth, fifth and sixth grades, has two problems which should receive special emphasis:
 1. Perfecting the skills started in the previous grades, and bringing to a high state of efficiency the speed and comprehension of silent reading.
 2. Increase in the experiences of pupils by extensive reading in varied fields.
- E. The *period of refinement of specific reading attitudes, habits and tastes* for grades beyond the sixth. Appropriate instruction is provided in the seventh grade for the refinement of reading and study habits. There is provision also for the further development of (1) wholesome interests in reading; (2) the habit of reading current events; and (3) the proper selection and use of books and magazines of real worth.

These general statements concerning the important periods of a reading program simply indicate the main characteristic of each of the several periods. From the study of the references given, especially The Twenty-fourth Yearbook, the teacher will gain an understanding of the values to be derived from the organization of a reading program on the basis of these five periods. The suggested divisions should not be used as a basis for rigid classification but should serve the teacher as an aid in recognizing and defining the larger problems of teaching with reference to individual pupils or groups of pupils. Provision should be made for over-lapping from one period to another of the needs of pupils.

REFERENCES:

- Gist and King. Teaching and Supervision of Reading. Chapter II. Scribners.
The Classroom Teacher. Volume II, pp. 49-50. Volume VI, pp. 92-93. The Classroom Teacher, Inc.
The National Committee on Reading. The Twenty-fourth Yearbook of the National Society for the Study of Education. Part I, Chapter III. Public School Pub.

V. How to Discover Pupil Needs and to Adapt the Program of Reading Instruction to These Needs.

The classroom teacher must be familiar with the construction and use of informal tests in reading. She must possess a reasonable knowledge of standardized tests and have a clear understanding of their uses and values in classroom practice. Information concerning reading tests, the construction and use of informal tests, and the selection and use of standardized tests is given in the next section of this outline. (See Standard Tests.) Pupil records and graphs showing results of standardized tests should reveal the present status and achievement of the pupils in reading. The formal or standardized tests, given two or three times a year, show the ability of a class in comparison with the achievement norms of thousands of children. They also indicate comparative ratings of general ability within a grade. The informal test, based on materials used in the particular grade, does not show the rating of the class in comparison with other classes, but is most useful in indicating specific abilities and disabilities. Through the effective use of these materials and by careful study of the results of tests, the teacher may discover:

1. Pupil abilities in reading.
2. Individual differences in pupils.
3. Pupil progress and attainments.
4. Pupil needs and problems.
5. Causes of deficiencies.

By observation and study of pupils engaged in classroom activities of various types, especially those which involve experiences in reading, the teacher may recognize wrong tendencies, undesirable habits and attitudes, and adjust the reading program to the correction of these.

The complexity of the reading process itself, and the variety of abilities found among the members of a class make it necessary to analyze to some extent the needs of the whole group as well as the problems of individuals who have special difficulties. By the use of informal and standardized tests (both intelligence and achievement tests) fairly accurate data may be secured. The interpretation of these data will furnish a partial basis for determining the tentative grouping of pupils, and will aid in the solution of the major problems of better comprehension, word recognition, increased speed and fluency, and independence in work and study. The cases which present unusual difficulties will need more careful study and special adaptation of the reading materials and methods to their specific needs.

In addition to the use of tests and periods of observation and study, the teacher will gain in the understanding of pupil needs, capacities and abilities by planning carefully and by providing situations in which the child has successful and satisfactory reading experiences. This gives opportunity to discover the child's present level of success in reading from which point the program for him or his group should begin.

REFERENCES:

- The Classroom Teacher. Vol. II, pp. 3-36. Vol. VI, pp. 3-32. Chapter IX. The Classroom Teacher, Inc.
- Stone. Silent and Oral Reading. Chapters IX, X. Houghton.
- Brooks. The Applied Psychology of Reading. Chapters XII, XIII, XIV, XV. Appleton.
- The National Committee on Reading. The Twenty-fourth Yearbook of the National Society for the Study of Education, Part I. Chapters IX, X.
- Palmer. Progressive Practices in Directing Learning. Chapters IX, X, XI, XII, XIII. Macmillan.
- Russell. Classroom Tests. Ginn.
- Burton. The Nature and Direction of Learning. pp. 481-574.

VI. The Most Effective and Efficient Methods to Follow in Classroom Work.

Because of the many problems and complexities of classroom work it is very essential that the teacher discover the best method of procedure for the teaching of reading. How to secure the maximum amount of pupil participation in the classroom activities is the chief consideration. Progressive education points the way to success for the teacher and pupil by advocating "teacher guidance rather than teacher direction" of each and all classroom activities. Pupil participation in the planning, initiating, organizing and carrying through various classroom projects leads to greater effort, because it arouses greater interest, and brings more satisfaction through success on the part of the pupils.

It is difficult to separate or differentiate subject matter and method since we regard the ways of doing things and the behavior or conduct of the learner essentially a part of the subject matter involved in the situation. However, it is clear that whatever the pupil does, his reaction or response, behavior or achievement, it is regarded paramount in classroom work. The teacher guides the experiences of the pupils through worthwhile activities.

The selecting of these activities, the choosing of materials necessary to carry on the activity, the planning of the lesson procedure and the evaluating and judging the worth of the accomplishments are important factors in the technique of teaching.

The needs, capacities and abilities of the child to be taught will, in a large sense, influence or determine the methods to be used. Consistently planning situations offering opportunity and reasonable assurance of success for the child will result in maximum pupil effort and pupil progress. Satisfactory method of procedure in classroom work always takes into account three things: (1) proper attitudes, (2) the laws of learning, and (3) individual differences. Since provision must be made for each of these factors, the teacher should be familiar with the analysis of each and their relation to the lesson plan, the organization of a unit of work, and the daily schedule or program of reading activities.

Whether a child will realize the value of books as contributing to his pleasure and needs, and whether he will be actively interested in reading to the extent of reading widely and buying books will depend as much upon the kind of books with which he comes into contact as upon the actual inspiration and guidance which he receives from the teacher. If children have access to material that is closely related to their pleasure-interests, they will begin to sense the recreational value of reading. If, also, they have been stimulated to go to books for the solution of many actual life problems, they will become conscious of the utility value of reading. Only as books meet an interest- or utility-need will they become vital to children.

Attitude building goes beyond the mere exposing of children to vital material. Application of the psychology of learning has a share in building appreciations. In order that effective reading of any type, with its accompanying attitudes, skills and knowledges may be taught economically, the "laws of learning" must be utilized. These laws, and their operation in reading situations, are as follows:

A. Readiness—The child must be in a state of “wanting to read” the particular material. Such a condition exists when the teacher has—

1. Chosen appropriate material
2. Assembled the child's ideas in the field
3. Related the new experience to the old
4. Brought clearly before the child's mind the purpose of reading the selection.

The child is then ready to read with enjoyment and also ready to think, for the assembling of ideas and statement of the purpose set up a readiness for thinking.

B. Exercise and Effect—These laws require that there shall be practice with satisfaction if learning is to take place successfully. Opportunity should be given for pleasure-attended-use of all the skills and habits to be developed. The pleasure in reading situations may come from intrinsic interest in the material, or from the satisfaction that comes from accomplishing what one sets out to do; namely, solving a problem, answering a question, finding desired information, measuring up to a class standard, or bettering one's own record in doing effective study.

Children within any given grade differ greatly in tastes. They are also likely to differ greatly in abilities, unless particular and careful attention has been given to classification. Consideration for the individual pupil, his equipment and needs, gives the thoughtful teacher great concern. Differences in tastes are provided for by (1) opportunity for extensive individual reading, (2) access to a wide variety of materials, and (3) allowing individual choice. It is far more difficult to deal with differences in fundamental reading abilities. Some children, for instance, may be able to comprehend facts, yet may lack organizing ability; others may be able to organize facts, yet may be poor in retention; others may be able to organize a sequence of facts chronologically as in telling a story, but cannot properly interpret the thought. Their needs in general may be provided for by grouping within the grades, by giving special assignments to the accelerated group, and by segregating remedial cases.

REFERENCES:

- Yoakum. Reading and Study. Chapters VI, XVI. Macmillan.
 Gist and King. The Teaching and Supervision of Reading. Chapters VIII, XI. Scribners.
 Anderson and Davidson. Reading Objectives. Chapters XII, XIII. Laurel.
 The Classroom Teacher. Vol. VI. pp. 107-146. The Classroom Teacher, Inc.
 Pennell and Cusack. How to Teach Reading. Parts II, III. Houghton.
 Burton. The Nature and Direction of Learning. Chapter V. Appleton.
 Brooks. The Applied Psychology of Reading. Chapter X. Appleton.
 Mossman. Teaching and Learning in the Elementary School. Chapter IX. pp. 227-229. Houghton.

VII. The Importance of Evaluating and Checking Procedures and Activities with Relation to Promotion Standards.

One of the most important things for a teacher to know is how to judge or evaluate her own plans and methods of procedure in terms of pupil progress. It is equally important to be able to check on pupil activities and to determine the growth and progress made in attitudes, habits, skills, and knowledges at certain intervals or periods. Projects and large units of work must be checked as the group proceeds in the work from day to day, and especially is this important when the assignment as a whole is completed. Only by doing this in a very detailed way may the teacher be

assured that she is following correct procedures in planning, in developing the program, and in checking to find results in terms of achievement and progress.

Measuring achievement and progress at intervals during the year and near the close of the program offers further evidence of the extent of accomplishment of each child in reading. This is also a great help in finding out whether or not he is accomplishing what he should according to his capacities and abilities, and whether or not his achievement and rate of progress justifies remaining in his group for further work.

Standards of work to be maintained by pupils should be judged always in terms of ability and capacity rather than by a measure of achievement in a definitely outlined and general reading program. A measure of success according to his ability and capacity is to be regarded in standards of work maintained rather than a "fitting-in process" with a program beyond his reach and in which he more often meets with failure rather than success.

Promotion standards may be more easily formulated if regarded as an outgrowth of the program of measuring achievement and progress in reading throughout the year, and not as a result of one or more reading tests. The teacher's judgment; the record of daily checks, or the measuring of success at the close of the units of work, and the results of informal and standardized tests given at intervals and near the close of the year, should be considered important factors in the formulation of promotion standards.

In summary, the teacher should know (a) criteria for judging lesson procedures and the value and worth of activities, (b) the essentials of a reading survey that is continuous throughout the year and operating whenever necessary to check results, (c) minimum and maximum attainments in reading for the grades, (d) promotion standards that take into account the attitudes, appreciations, habits, skills and knowledge of the pupil.

REFERENCES:

- Mossman. *Teaching and Learning in the Elementary School*. Chapters II, XII. Houghton.
Parker. *Types of Elementary Teaching and Learning*. Chapter X. Ginn.
Gist and King. *The Teaching and Supervision of Reading*. Chapters VIII, XI. Scribners.
Garrison and Garrison. *The Psychology of Elementary School Subjects*. Chapter XV.
Johnson.

VIII. Outcomes of the Program of Reading Instruction.

Of all the essentials in a program of teacher preparation, perhaps a real understanding of the outcomes or results of the reading program is the most important. The types of outcomes worked for determine the procedure in learning. For each of the outcomes expected, there must be a definite program provided, which emphasizes the activities of the learner rather than the activities of the teacher. The changes which have taken place in the learner, because of the reading programs, measure the outcomes in terms of pupil growth and development. The differences in the attitudes, appreciations, habits, skills and knowledges of the learner at the beginning of the program and at the close is indicative of the measure of growth. The following information assembled will present the essential facts which will help the teacher to determine the nature and extent of the outcomes in terms of pupil growth and progress in reading ability.

1. Achievement as shown by standard reading test results.
2. Achievement in standard vocabulary tests.
3. Classification according to reading age.

4. Total amount of content material read satisfactorily.
5. Ability in independent reading and study.
6. Amount of independent reading and study.
7. Achievement of library standards.
8. Ability in pronunciation and enunciation in oral work.
9. Ability in interpretation of various types of content material.
10. Desirable attitudes as revealed in performance.
11. Appreciation and enjoyment of literature.
12. Ability to make use of information acquired.
13. Evidences of desire to read widely and intelligently.

REFERENCES:

- Burton. *The Nature and Direction of Learning*. pp. 481-537. Appleton.
 Schmidt. *Teaching and Learning the Common Branches*. Chapter I. Appleton.
 Brooks. *The Applied Psychology of Reading*. Chapters VIII, IX. Appleton.
 Gates. *New Methods in Primary Reading*. Chapter XII. Bureau of Publications, Teachers College, Columbia University, New York.
 Palmer. *Progressive Practices in Directing Learning*. Chapter IX. Macmillan.
 Gates. *Improvement of Reading*. Macmillan.

PART TWO: THE PROGRAM OF READING INSTRUCTION WITHIN THE CLASSROOM

With the preparation as suggested in Part One of this outline, the teacher should be fairly well equipped to plan a classroom program of reading instruction. As a further aid to the teacher, the following guiding principles for a satisfactory reading program are suggested:

1. Reading is a process of thought-getting and should never be taught as an end in itself.
2. Materials and methods must change with the developing interests and abilities of the children but the purpose of reading—thought-getting—must always remain.
3. The problem of reading which is the interpretation of written and printed symbols at a rate appropriate to the purpose in mind remains the same regardless of grade.
4. Children learn to read by reading in response to a desire to read. Therefore, reading material must be suited to the present needs and tastes of the children for whom it is intended if it is to stimulate effort and result in giving satisfaction.
5. The teacher should make every effort to see that her pupils are supplied with an abundance of material which will meet the following criteria:

Of undoubted value

At the right level of difficulty

Wide and well-balanced in scope

Within the child's experience—either actual or vicarious—or within his range of imagination

Of a high degree of immediate interest for the pupil

The main factors in any school program are the pupils, the materials and equipment for use in the various activities, and the conduct or behavior of the pupils in achieving desirable attitudes, habits, skills, and knowledges. The first step in the program of reading instruction in any grade is to find out the present equipment of the pupils, their physical, social and mental abilities and especially the degree of readiness of the individual for the work in reading as outlined for the grade. As much time as practicable (at the beginning of the school year) should be given to this initial work. "Finding out where the pupil is in relation to the reading program, and starting from this as a beginning point in his reading achievements" is an important and fundamental educational principle.

From a review of test results, school records, and by observation and study of the pupils, the teacher should attempt to determine the readiness for reading and the status of each pupil's reading ability and achievement and upon this basis (1) classify or group the pupils for instructional purposes, and (2) plan the reading program. While this study, analysis and diagnosis of the class situation is taking place, the teacher should plan a daily program of vitally interesting experiences in order to obtain a maximum of desirable and interesting responses from the pupils. On this high level of pupil response the reading program should be organized.

With a clear-cut notion of the general and specific objectives in reading, a first-hand knowledge of the subject matter to be taught, an initial understanding of the present equipment, achievements, and specific abilities of the pupils, the teacher is better able to provide classroom situations for the pupil which will afford worth while experiences in reading. In this part of the outline suggestions from the best practices in good elementary schools are offered as information for the teacher in working out the program of reading instruction for the particular grade or group she is teaching.

NOTE: A coördinated program of reading and language, two subjects so closely related, should be the aim of the teacher. Topics common to both outline courses should be reviewed in the effort to supplement and expand the ideas and plans contained in each. For example: the teaching of poetry in one course offers additional information to that given in the other course.

I. General Discussions of Important Factors in the Reading Program.

A. Work-type and recreatory reading.

It is essential that the teacher understand the two types of reading experiences discussed here. The three series of basal readers to be used in grades one through six furnish material of the work-type variety and the contents of the books are organized on this plan. The recreatory material found to some extent in the basal readers and more largely in the supplementary and library books, offers practice and wide experience in the use of these abilities. It is necessary to differentiate clearly between these two types of reading activities in order to develop the proper attitudes, habits and skills outlined in the general and specific objectives of the reading program. The manuals for each series of basal readers offer definite help.

Reading activities may be grouped conveniently into two types, work-type and recreational reading. The relationship between the reader and the type of reading depends as much upon his attitude as upon the subject matter. "It is not intended . . . to set up any full and complete separation between them (the two types). Not only may almost any selection or book be read with different purposes, by different readers, or by the same reader at different times, but one's attitude or purpose may change in the course of his reading."

Work-type reading is that reading which requires the use of certain basic skills and abilities essential to the purposive and accurate interpretation of the printed page. It reaches its highest effectiveness in application in the study of serious subjects. Nevertheless, the more fundamental habits and skills evolved through training in work-type reading are also the foundation for satisfactory reading for appreciation and in reading of

a lighter nature done for recreation or for general information. Efficient work-type reading instruction calls for periods in which one pivotal skill receives the chief emphasis. In these cases, informational or non-informational material is used for practice or drill in such techniques as comprehension, vocabulary building, outlining.

Work-type reading ability becomes useful whenever children apply at will the particular study techniques called for by the material being read or by the situation. The study of history, geography and arithmetic requires such reading, as do also the following situations:

Silent reading: (a) solving problems of various kinds; (b) reading items and current events; (c) getting information from maps, folders, signs, advertisements, papers, magazines, books; (d) verifying statements; (e) forming judgments and making decisions; (f) collecting data for discussions, reports.

Oral reading: (a) justifying a point in a discussion; (b) reading announcements, reports and news items to others.

Units used either for instruction in or the application of work-type reading are usually shorter than those used in recreatory reading. The lesson procedure involves intensive, detailed work.

Recreatory reading includes any reading done chiefly for relaxation, literary appreciation, or for the acquirement of general information. The main types of recreatory reading are: (a) group reading for fun or appreciation; (b) individual library reading for enjoyment and appreciation; (c) audience reading (oral).

Literary material, such as myths, fables, legends, poetry, drama, stories, should be used for this type of work, although light informational material may be used occasionally. Recreatory reading is usually bound up with the following situations:

Silent reading: (a) enjoying humorous writings; (b) re-living happenings common to experience; (c) traveling into "make-believe" land; (d) satisfying curiosity about strange regions, nature, people; and (e) sensing adventure and daring.

Oral reading: (a) reading to others for entertainment; (b) taking part in dramatizations; (c) enjoying poetry or rhythmic beauty.

The units of material in recreatory reading are usually longer than those used in work-type reading and involve less detailed study and discussion.

In both *work-type* and *recreatory* reading, a variety of activities is possible and desirable. The following procedures suggest means which may be taken to carry out a well-balanced reading program:

1. Directed group silent reading in which children are using the same material, for any one of the following purposes:
 - a. Finding information
 - b. Following directions
 - c. Solving problems
 - d. Outlining
2. Individual silent reading for the purposes listed under 1 above, using one textbook reference.
3. Individual silent reading for the purposes listed under 1 above, using a number of references on the same topic.
4. Silent reading of recreatory materials for pleasure or interpretation.
5. Audience reading of recreatory or informational material.
6. Tests of the pupils' progress and diagnostic and remedial work.

The separation of reading into two types, work-type and recreatory, and the acceptance of the previously stated objectives, call for the use of two types of readers, the work-type reader and the recreatory reader. Each book contains material for both oral and silent reading. In both work-type and recreatory activities, neither oral nor silent reading should be employed entirely to the exclusion of the other.

From the basal or work-type reading the child masters the techniques of reading, not only those which have to do with the ability to recognize and pronounce words, but also those which have to do with thought-getting and thought-giving. From its use he develops definite habits and skills such as the correct handling of a book, the use of table of contents, comprehension of reading habits larger than the word phrase, the ability to follow directions, to analyze and evaluate meanings, to recognize important thoughts or topics, and to make outlines.

Through instruction in work-type reading, the teacher can "develop abilities to a point where they can be carried over into such reading as is done orally and silently for recreation, or on the other hand, into the study of all lessons in which work-type reading is involved." Work-type reading material and procedures enable the teacher most quickly to apprehend and to remedy deficiencies on the part of the pupils which, if not corrected, may become fixed as bad habits.

Reading books which contain material largely of a literary nature—the so-called "literary readers"—may best be used for satisfying the pupils' need for enjoyment, for developing and deepening his interest in reading, and for enriching his experience. "It has been definitely ascertained that the pupils who read widely make more progress than the pupils who read a limited amount of material."

METHODS: WORK-TYPE READING

The need for teaching children to study

A growing feeling has, within the last few years, become confirmed that success in straightforward reading does not necessarily insure success in study. The Cleveland Survey revealed the fact that many proficient readers of literary material failed in such content subjects as geography, history, and science. Research connected with the preparation of The Twenty-fourth Yearbook and research made by other independent authorities have pointed to the same conclusions. High school and college students, who "pronounce" and "memorize" their way through elementary schools, are handicapped because they possess poor study techniques.

Knowledge of these conditions and efforts to correct them have led to differentiation in reading instruction between that of the work-type and that of the recreatory-type. Yoakam says: "Teaching the child to study is involved in the process of teaching him to read and the method of teaching reading must be changed if he is to realize the benefit of the teaching process."

When to begin work-type reading

Good study habits are formed with difficulty if the teaching of children to study is delayed until they reach the upper elementary grades or the secondary school. Children need study techniques in the primary grades and a definite effort should be made to implant such techniques throughout

this early stage. Instruction in work-type reading, therefore, may well start in the first grade.

Methods of developing study habits

1. Provision for training in specific study abilities—Ability to study effectively involves a number of specific skills such as, the ability to grasp meaning, the ability to select ideas, the ability to organize ideas in order of importance, the ability to make inferences from given facts, etc.

The study of Alderman on "Improving Comprehension Ability in Reading," indicates that it is important to find out what abilities are involved in comprehending the printed page, and then to train each specific ability until the whole complex is improved. The best results are obtained when some particular phase of study, such as organization of ideas is subjected to training. A method, then, which groups a series of lessons about any one skill and gives the pupils material of increasing complexity for practicing this skill, is most desirable.

2. Provision for growth from grade to grade—The plan used should provide for systematically bringing each of the skills to higher levels of achievement in each successive grade. For instance, it should train the first grade child to follow one or two simple directions, such as drawing and coloring a cat, and to increase this ability gradually until in the sixth grade the pupil is able to follow a number of involved directions, such as following a recipe, constructing a ship-model. It should train the third grade pupil to select the main idea in a paragraph and should provide practice with increasingly difficult units, until in the sixth grade the pupil is able to grasp the main idea of a whole selection.

3. Giving balanced emphasis to all study abilities—No one study ability should be over-emphasized at the expense of others. In the past, the ability to retain and to reproduce the content of reading matter was exercised at the expense of the other important abilities, such as those of reflective or analytical reading, or following directions, of summarizing, of outlining, of reasoning from given data.

4. Making children conscious of need for study and of techniques involved—Although the primary grade teacher plans definitely for the development of study abilities, it is neither necessary nor desirable that the children in these grades be made conscious of the techniques which they are using. In the intermediate grades, however, a beginning may be made in definite instruction concerning (a) the value of proper study habits, (b) the methods of dealing with various kinds of material, (c) the best ways of improving the study abilities.

Certain readers for the intermediate grades present in lesson form (a) a general discussion of good study habits, and (b) with each group of lessons devoted to the development of a given study skill, an introductory lesson in which the habit to be developed is discussed. Such introductory lessons stress (a) the value of the specific ability under consideration, and (b) how to improve it.

5. Making progress evident to child and teacher—Pupils make rapid progress if they can see their improvement objectively. Frequent informal tests are indispensable in this connection, especially if results are kept for comparison with succeeding tests by means of class and individual graphs and charts. Work-books containing checking exercises may be so arranged that the child can keep a running record of his progress.

6. Providing for the transfer or "carry-over" of skills into content subjects—The teacher should see that the abilities learned in the reading periods are practiced in the periods given to content subjects, such as arithmetic, history, geography, and science. She can best accomplish this "carry-over" by planning carefully the other school work to give additional practice in reading skills which are being emphasized at the time and by providing some sort of check on the child's power to exercise each skill.

REFERENCES:

National Committee on Reading. The Twenty-fourth Yearbook of the National Society for the Study of Education. Part I. Chapter VII. Public School Pub. Gist and King. The Teaching and Supervision of Reading. Chapter VI. Scribner's. The Classroom Teacher. Vol. VI. Chapter IV. The Classroom Teacher, Inc.

METHODS: RECREATORY READING

Value of and ultimate aim

It is in the recreatory reading period that the best opportunities are afforded for cultivating habits for the real enjoyment of books. It is here that the habits and skills developed mainly in the work-type reading periods pay dividends in the form of pleasure and in the development of a taste for real literature. This reading gives the children glimpses and visions of a broader life. It varies and increases their experiences and helps them to live richer, fuller lives.

"To appreciate means to estimate properly, to set a just value on. Appreciation implies the use of wise judgment or delicate perception. It also implies enjoyment, satisfaction, or a feeling of pleasure. . . ."

Immediate aim in teaching recreatory reading

The immediate aim in the teaching of recreatory reading is to give children a wide experience with good literature, and an active interest in, and appreciation of, the best books.

"Appreciation does not concern itself primarily with the discovery of new truth or excellence. Rather we aim to understand, and to enjoy . . . the work of the masters. If we can, even in some degree, lead children to think their thoughts, to interpret human activity and human feeling as they have interpreted it, we shall have most signally widened and enriched their experience, and shall have made available for them for all their lives a source of recreation and enjoyment, a storehouse of wisdom. . . ."—Strayer.

Choice of material

Proper choice of material is a large factor in influencing child tastes. In making selection, the following points should be kept in mind:

1. The importance of quality—An English student, Charles Welsh, has said, "As soon as the child has acquired the power of getting at the sense of the printed page, the taste for the good or the bad in literature may begin to grow, and it may do so even while he is acquiring this power." Therefore, the great problem that confronts parents and teachers is to guide the child's reading until a taste for good literature has been formed.
2. Good books that have been read and enjoyed by children should be chosen.

3. From the list of available material, stories or books suitable for a particular group must be chosen, taking into account the interests and abilities of the child. The sex likes and dislikes are a factor, since it is a

well known fact that books which appeal to girls are not the books (in some cases) that appeal to boys.

4. There should be a wide variety of materials, as experiments have shown that greatly increased interest results from the use of a large number of different books. Below are listed kinds of material suitable for children's reading:

- a. Picture books. For children of primer level, detailed pictures of trains, airships, automobiles, animals, home scenes, and of play and action.
- b. Informational material (stories true to life) of the narrative type, read more for its intrinsic interest than for informational value. Examples: "Peeps at Many Lands," Van Loon's "History of Mankind," Nicolay's "Boys' Life of Abraham Lincoln," and Chamberlain's "Home and the World Series."
- c. Fictional material (could be true to fact), such as DeFoe's "Robinson Crusoe," Ramee's "A Dog of Flanders," Dodge's "Hans Brinker, or the Silver Skates," Twain's "Huckleberry Finn."
- d. Myths, legends, folk tales (fanciful and could not be true to fact) and animal stories. Examples: "Arabian Nights," "The Jungle Books," "Story of Rolf and the Viking's Bow," "The King of the Golden River."
- e. Poems, all types—nonsense rhymes, and poems of humor, inspiration, patriotism, narration and of emotional appeal.

NOTE: Much help may be found in the following: "Children's Reading," Terman and Lima (Appleton); "Winnetka Graded List," Washburne and Vogel.

Recreatory reading in connection with school activities

Recreatory reading may be effectively taught, and should often be used, in connection with the study of community life, the study of the lives and customs of other peoples, and in connection with all sorts of schoolroom activities and experience, such as caring for pets, nature excursions, the bringing of flowers to school, changes in the seasons, etc. Associating literature with any experience enriches and makes it more vivid.

The teaching of poetry

Poetry should be taught with the ultimate end in view of arousing an active interest in and appreciation of good poetry. The following suggestions have proved of value in promoting the growth of appreciations:

1. The teacher must love, and be able to evaluate poetry, as her attitude and choice indirectly affects the child's tastes.
2. The choice of material should include only excellent poetry related to child interests, and within the range of child experience. Various studies have been made to determine what poetry is suitable for children at the respective grade levels. A study by L. V. Cavins indicates the degrees of difficulty of many widely studied poems. This authority is of the opinion that unless 60 per cent of the pupils of a grade are able to find the central thought of a poem without aid, and unless 40 per cent are able to answer simple questions on the thought, the poem is not suited to that grade.
3. The teacher should read poetry well to the children, as much of the appeal of poetry is through the ear.
4. A large amount of poetry should be read to children.
5. The kinds of poetry chosen should have varied appeals, and over-emphasis on any one poem or type of poem should be avoided.
6. Audience reading of poetry by members of the class, allowing children to make their own choice in many cases, is effective in building interest.

7. Children should be allowed to choose for memorization the poems which appeal to them individually.
8. Making anthologies of favorite poems is a valuable way of stimulating interest.
9. Children should be instructed in the qualities of good poetry, and be encouraged to write original verse.
10. Poetry should be read in connection with content material of the curriculum for its value in building a wealth of vivid, colorful associations, and its influence in extending human sympathies.
11. The ultimate measure of a teacher's ability to teach poetry is the increased amount of voluntary reading, memorization, and creating of original verse in which pupils engage.

REFERENCES:

- Mossman. Teaching and Learning in the Elementary School. Chapter XI. Houghton. The Classroom Teacher. Vol. VI. Chapter V. The Classroom Teacher, Inc.
 The National Committee on Reading. The Twenty-fourth Yearbook of the National Society for the Study of Education. Part I. Chapters VI, VII.
 Gist and King. The Teaching and Supervision of Reading. Chapter V. Scribner's.

B. Oral and silent reading.

The relative proportion of oral and silent reading in the grade programs is an important consideration of the grade teacher. Oral reading is very essential for certain purposes. Practice in silent reading for the child is provided in early school experience. In skillful teaching, there is evidence that provision is made for oral and silent reading to be used jointly to secure natural responses for various needs. The child should be trained to use in any given situation the kind of reading which will serve him best at any time. Good oral reading depends upon the factors governing good silent reading plus several others, such as distinct enunciation, correct pronunciation, proper voice control and the ability to interpret the author's thought so that it carries over to the listener.

ORAL READING should have a place in the well-balanced program for its socializing value, and because there are a number of life situations where good oral reading is desirable. Good oral reading may be stimulated and developed in the following ways:

1. Provide audience situations, where fresh interesting material is read to a class or small group; where either one child may read a selection or several may read parts of a selection. Reading clubs, assemblies, or entertainments furnish such situations.
2. Use proper material, such as narrative, poetic, and dramatic material, anecdote, humor, and interesting information.
3. Discuss with children characteristics of material suitable for audience reading, and allow frequent choice of material by children.
4. Pupils should be made conscious of the characteristics of good oral reading, and should be required to make careful preparation and to judge oral reading performance. Such characteristics include: (a) appropriate selection, (b) effort to interest audience, (c) understanding of material, (d) natural expression, (e) good posture, (f) well-modulated voice, (g) clear enunciation, and (h) correct pronunciation.
5. Frequent oral reading by the teacher presents a pattern of good reading to the class.
6. Provide sufficient practice in oral reading. One method of giving pupils a large amount of practice is to divide the class into a large number of groups with six or more in a group.
7. Give practice in correct pronunciation and enunciation outside of the oral reading time.

Types of oral reading involved in the above practices include: (a) beginning lessons in oral reading; (b) audience reading; (c) oral reading to improve the technique of expression; the appreciation lesson. There is need for all of these types in life situations in school and out.

SILENT READING is important as a means of extending experience and of stimulating the thinking powers of boys and girls. The child as does the adult, reads to find out something or for the pure pleasure of reading.

Definite training in silent reading begins in the first grade and increases in emphasis with each succeeding grade. Silent reading should as a rule precede oral reading and factual and informational material should be used largely for silent reading purposes. Even literary material has many passages of this informational type which can be read silently and then expressed in the child's own words.

In preparing a lesson in silent reading the teacher should know the needs of the group, the material selected to meet these needs, and the best methods of using the selected materials. A stimulating motive question should always follow a brief introduction which connects the material with the past experience of the child. Then all difficulties should be cleared up and the standards of reading recalled before the silent reading of the lesson. Checking up on the material read should be obtained by asking thought questions.

In silent reading the pupil may read rapidly enough to keep up with his thinking. His enjoyment of the process leads him to wish to read again and again and more and more material. The child who makes reading a thought process is always evaluating ideas and accepting or rejecting them as a whole or in part. Encouragement should be given him to bring to bear on a new situation the ideas he has already accepted.

An important principle of teaching silent reading is to help the pupil to realize the purpose for which he is reading. He must know whether he is reading for pleasure, for information, or for instruction. When he understands and appreciates the purpose of his reading he has the proper attitude toward the reading material usually.

Types of silent reading are: Skimming, rapid reading for pleasure, careful reading of difficult material, reading to solve a problem, and training in the effective use of the library.

REFERENCES:

- Gist and King. *The Teaching and Supervision of Reading*. Chapters III, IV. Scribner's.
Storm and Smith. *Reading Activities*. Chapter III. Ginn.
Anderson and Davidson. *Reading Objectives*. Laurel.
National Committee on Reading. *The Twenty-fourth Yearbook*. The National Society for the Study of Education. Part I, pp. 47-54.
Brooks. *The Applied Psychology of Reading*. (See pp. 271, 275 index page reference.) Appleton.
Stone. *Silent and Oral Reading*, Revised. Chapters VI, VII, VIII. Houghton.

C. Standardized tests and improvised checks.

Testing cannot take the place of teaching, however, it is necessary in the efficient administration of a reading program. Comparing the achievement of a group or an individual with an established standard makes possible an objective evaluation of class and pupil progress, and this is an aid in teaching. From the use of standard tests, the teacher may know whether or not her pupils are making satisfactory progress. Test results furnish standards but they are not to be used as goals. They may be used to discover the power of the class as a whole, and the particular strengths.

and weaknesses of individuals. Little significance should be attached to the results of one test unsupported by other data. Tests are valuable for measuring growth over periods as long as a half-year or a whole term and for supplying information for remedial programs.

Standard tests are sometimes given only at the close of the year. When this is done, their purpose is largely to determine promotion or non-promotion. However, the test results will aid the teacher in the adaptation of the course of study to pupil needs during the fall term, as their diagnostic value is not entirely lost. Tests administered again near mid-term afford a check-up on results of the fall reading program. At this time, the best diagnostic work is accomplished and the program of remedial work is made most effective.

Reading tests are available for use in the latter part of the first year in school and may be used effectively in each succeeding grade. It is extremely important to follow verbatim the directions for administering the tests. Time limits should be kept absolutely. Otherwise, results are useless.

The following suggested list of reading tests indicates briefly the form and function of standardized reading tests which are available:

Oral reading tests

Gray, Standardized Reading Paragraphs and Oral Reading. Check tests. Public School Pub.

An individual test of oral reading giving an analysis of the errors of each pupil.

Silent reading tests

Haggerty's Achievement Examination in Reading. Sigma I. World.

Gates Primary Reading Tests. Bureau of Publications, Teachers College.

Gray's Silent Reading Test. University of Chicago.

Burgess' Measurement of Silent Reading. Russell Sage Foundation.

Monroe Silent Reading. Revised. Public School. Pub.

Thorndike-McCall Reading Scale. Bureau of Publications, Teachers College.

Detroit Word Recognition Test. World.

Stanford Achievement Test. Reading Examination. World.

Courtis Silent Reading Test. S. A. Courtis, Detroit.

(In purchasing tests the directions for giving and scoring should be requested; also standards or norms for each test.)

1. SUGGESTIONS FOR USING STANDARDIZED TESTS to discover and correct individual and group deficiencies in reading.

- a. Choose a standardized test having at least three forms. Plan to give one form of this test to each grade above the first about the second or third week of school; another form of the test at the middle of the school year; and the third form at the end of the year.
- b. Give one form of the standardized test selected and graph the results.
- c. Study the results carefully and diagnose the reading difficulties of each individual and of the group.
- d. Stimulate the pupils to feel the need of improving their reading and to cooperate consciously.
- e. Plan the various types of remedial measures which should be used to overcome different weaknesses.
- f. Use attractive, interesting reading material for remedial work.
- g. All children do not respond alike to the same material and methods. The same remedial procedure for a reading deficiency in two different children may overcome the deficiency in one and not in the other. Each pupil must be given special treatment as needed. Problem cases must have special attention.
- h. Give systematic remedial measures for remedying all weaknesses and deficiencies.
- i. There are many abilities to be developed in the various grades. Give informal tests frequently and systematically in order to keep in close touch with the progress being made along all lines.

- j. Modify remedial measures in the light of the results from informal tests.
- k. Give another form of the standardized test at mid-term in order to measure progress and to diagnose further the difficulties and problems.
- l. At the close of the year give the third form of the standard test which was used for testing results at the beginning and at mid-term. The scores on this last test form for the year should be one of the determining factors in promotion or grade placement for next year.
- m. Keep a record of the individual progress made from the beginning of the remedial work until the close. Pupils and parents should have an intelligent notion of the practical uses of these tests in their relation to pupil progress.
- n. Plan carefully the work in reading with a view to meeting specific needs as revealed by the tests at mid-term.

2. IMPROVISED OR INFORMAL TESTS

Improvised tests are devised to supplement standard tests, not to take their place. And tests alone, any sort, do not improve the child's reading. They only point, in a measure, to the weaknesses, and give the teacher a basis upon which to attack the individual's problems.

Improvised checks to measure rate and comprehension should be used very frequently. Rate is measured by number of words or lines per minute; comprehension may be measured by the child's ability to (1) answer factual or thought questions; (2) answer *yes* or *no* questions; (3) reproduce the story; (4) select the most important ideas; (5) comprehend the general theme. The best checks of this nature are those that are quite clear to the child, can be answered in one or two words, and can have but *one* correct answer.

If *yes* or *no* questions are used, there should be 20 or more of them, and the score should be the number of questions correctly answered, minus the number incorrectly answered.

A method of testing that might be used to encourage the child to read thoughtfully and to follow directions in answering questions is that of using checks of like nature for ten or twelve days in succession. To get the best results, each day's scores should be shown to the child graphically—the class average from day to day, and the child's score on an individual graph. If the child is to be able to show improvement, each material should be used—the teacher giving no aid—the same approximate amount of reading given each day, and the same time allotment, and about the same number of questions asked or directions to follow. This gives the teacher and child a definite basis for comparing each day's results. Needless to say the books used with this plan must be those to which the child does not have access at any other time of day.

In this plan the directions and check materials are placed on the board for the class, or on mimeographed sheets for each child. The directions might follow this order:

- a. Open (name of book) to page—
- b. Read the story (name of story) that is on pages— and —
- c. After reading the story, do what the directions tell you to do.

The directions then given may be *yes* or *no*, completion, or a variety of types. Examples of the different kinds of suitable comprehension checks are given later in the chapter.

Informal tests even once or twice a week help to show the teacher the relative ratings of her group; also to show the child his improvement in reading. In addition to these, it is wise to use some sort of check with each day's reading lesson—the check need not be extensive, or always written, for oral questions from the teacher can lead to thoughtful reading, interpretation, and organization of ideas. If the child becomes accustomed to checks, he is likely to form the habit of reading for the thought at all times, and not just at special testing times.

A distinction should be made between the child's reading that should be done mainly for the story element (pure enjoyment) and his reading to gain information. The former should be checked by asking for the main ideas, by having him illustrate in drawing, or in pantomime his ideas of certain situations brought to his mind by the selection, and by reproducing the story in his own words. The latter can be checked by tests involving detailed interpretation of the material.

These two sorts of reading checks for recreational and work-type material can be justified in the schoolroom because the child needs both types of reading as a child and as an adult he will need both.

REFERENCES:

- Gates. *The Improvement of Reading*. Parts II, III. Macmillan.
 Brooks. *The Applied Psychology of Reading*. Chapters VIII, IX. Appleton.
 National Committee on Reading. *The Twenty-fourth Yearbook*. Part I. Chapter IX. The National Society for the Study of Education.
 The Classroom Teacher. Vol. II, Chapters VII, XIII, XIV. Vol. VI, Chapter IX. The Classroom Teacher, Inc.
 Storm and Smith. *Reading Activities in the Primary Grades*. Chapters XIII, XIV. Ginn.

D. Deficiencies and remedial work.

Deficiencies in reading may be classified as of two types: (1) deficiency in accuracy and fullness of comprehension; (2) deficiency in rate of comprehension. Certain causes tend to produce both kinds of deficiency, while other causes are only likely to produce one of the two kinds. One group of causes might be termed "native disabilities," another group "incorrect or inefficient teaching practices." Below are listed the causes which tend to produce either or both kinds of deficiency.

1. CAUSES OF BOTH SLOW AND INACCURATE READING

a. *Native disabilities*

- Low intelligence
- Lack of life-experience for interpreting material
- Lack of a speaking vocabulary

b. *Wrong or inefficient teaching practices*

- Unsuitable material (uninteresting, too easy or too difficult, not sufficiently varied), resulting in lack of interest and effort.

- Failure to have children read with a purpose, failure to take fatigue factor into account, failure to encourage child, failure to interest child in improvement.

- Neglecting to give balanced emphasis to development of reading skills and habits:

- Placing over-emphasis on oral reading
- Over-emphasis on study of isolated words (too much word drill)
- Over-emphasis on analytic method of attacking words (phonics)
- Failure to develop an adequate sight vocabulary or method of attack on words
- Over-emphasis on speed

- Failure to make children conscious of proper study habits and skills
- Failure to give sufficient or properly distributed practice in study habits.
- Failure to check progress

2. **SPECIFIC DISABILITIES AND REMEDIES.** Disabilities affecting accuracy and amount of comprehension are treated in sub-topics (a) and (b) below; those affecting rate are treated in sub-topic (c).

a. *Disabilities affecting accuracy of comprehension of phrase and sentence*

Tendency to read without a purpose. Remedy: Be sure child reads with the idea of "finding out" something definite.

Lack of concentration on meanings. Remedy: Give exercises and checks on the comprehension of words, phrases, and sentences, read.

Use riddles, picture-pointing, completion exercises, multiple-choice tests, matching sentences, following directions.

Tendency to read fast without attention to meaning. Remedy: Throw emphasis on checking for comprehension.

Fixation on words instead of on longer thought units (phrases). See recommendations under (c) below.

Vocabulary difficulties, such as a small stock of sight words, inability to recognize new words, inability to perceive familiar words, have a pronounced effect on accuracy of comprehension, and are fully treated under (c) below.

Too great dependence on contextual clues results in inaccuracy in thought-getting. See suggestions under (c) below.

b. *Deficiency in paragraph comprehension.* The above mentioned causes of poor phrase and sentence comprehension also operate to produce defective paragraph comprehension. There are, however, additional deficiencies which particularly influence paragraph understanding.

Deficiency in the interpretation of whole paragraphs (the general idea). Remedy: Provide a variety of interesting material of increasing complexity, constantly checking comprehension; enlist pupil's cooperation and permit self-checking when possible. Select fresh material, using paragraphs that are well organized thought units. In checking, give questions that cannot be solved except by an understanding of the whole unit. Valuable exercises and checks on comprehending the whole unit include:

- Riddles
- Illustrating or picture-marking
- Problem-solving
- Multiple choice—selecting the right topic sentence from a group
- Completion sentences
- Giving a title to a paragraph
- Giving a title to an illustration accompanying a paragraph
- Making or selecting the topic sentence
- Giving directions which necessitate grasp of whole paragraph in order to be followed
- True-false statements involving the main idea

Inability to reason beyond the ideas of a paragraph. Remedy: Give questions that require thinking beyond the mere grasp of the ideas in a paragraph, i. e., reasoning to find an answer that is implied but not stated, such as:

- Reasons why the action occurred
- Whether an action was wise or unwise
- What may have happened before
- What will be likely to happen next
- What was the funniest thing that happened

(Multiple choice and true-false sentences, and so forth, may be adapted to check ideas implied in a unit.)

Inability to understand precise directions. Remedy: Give exercises in following directions which require pupils to select and retain every significant item and discard other items—such as dramatizations, playing games, handwork, drawing pictures, following recipes.

Inability to note details. Remedy: Give exercises requiring search for and recall of significant details and exercises requiring the use of the details to prove some point, and require children to outline, using sub-topics.

c. *Deficiencies resulting in retardation of rate of comprehension.*

Excessive vocalization (lip movement, whispering). Remedy: Reduce the amount of oral reading; have pupil make conscious attempt to improve; have pupil place fingers on lips; give training in silent reading where response is in terms of meaning; give training in reading for comprehension with a time-limit.

Short span of recognition, too many eye fixations to a line. Remedy: Increase sight vocabulary; encourage use of context clues; have child, using known vocabulary, pick out or underline thought units (phrases); use the same phrase-groups, repeating in various contexts, as:

Jack lost his hat
He looked for it
He looked in the bedroom
He looked in the kitchen
He looked in the yard
He found it on a post

Read to the child, indicating phrasing; use flash cards (limited use) or other material which utilizes action exercises, picture-pointing from phrases, questions, multiple-choice exercises, completion exercises requiring the placing of a missing phrase, riddles, and exercises in matching parts of sentences. In case of too great attention to sounding of words, curtail work in phonics.

Possession of a small stock of sight words. Remedy: First presentation of words should be effective; emphasis should be on meaning. Introduce new words by means of pictures, and in context; review words in a number of contexts; let child keep individual lists in single word and in context form; have child make a "dictionary" of illustrated words and phrases; play games which emphasize the meanings of words, such as picture-pointing, matching words or phrases with a picture, drawing word-meanings, or acting word-meanings.

Inability to recognize new words or inability to perceive familiar words. Remedy: Encourage getting words from context; use material that facilitates use of contextual clues. Teach various methods of word analysis, not relying on any one method exclusively, i. e.:

Compare a word form with other words having similar form, and keep charts of words that look alike.

Use exercises which call for attention to details of words, multiple-choice, true-false, completion, and so forth, may be used, e. g.:

rat
The cat ate the mouse
bat

NOTE: These exercises should be in thought-unit form whenever possible.

Give a limited amount of phonetic work.

Utilize syllabification.

Slow grasp of ideas. Remedy: Give exercises in which pupil reads rapidly to get the general idea; give various types of comprehension exercises with a time limit, checking the number and quality of ideas gained. See 2, a.

REFERENCES:

- Gates. *The Improvement of Reading*. Macmillan.
 Gray and Zirbes. "Primary Reading" from *The Classroom Teacher*, Volume II. The Classroom Teacher, Inc.
 The Twenty-fourth Yearbook. Part One, Chapter X. The Public School Pub.
 Gray. "Remedial Cases in Reading: Their Diagnosis and Treatment" in *Supplementary Educational Monographs*. No. 22, University of Chicago.
 Beeby. *Chicago Schools Journal*. February, 1926.

E. Basal Texts, Supplementary Readers and Library Lists.

1. BASAL TEXTS. Adopted by the State Board of Education.

Two primers, two first readers, two second readers and two third readers are adopted for basal use in the first, second and third grades, respectively. One reader is adopted for basal use in each of the following grades: fourth, fifth, sixth and seventh.

The State Board of Education in adopting readers placed the Newson Readers first for basal use in the first, second and third grades.

It is suggested that after the work in the basal primers is completed that the teacher select other primers from the suggested list given below for use as needed to prepare the class or groups of pupils for the work in the basal first readers. A large number (ten or more) of primers and first readers may be used during the year's work in the first grade. (See suggested list below.)

GRADE I:

- Primer. Playtime. Newson.
 Primer. Playfellows. Johnson.
 First Reader. Good Times. Newson.
 First Reader. Friends to Make. Johnson.

GRADE II:

- The Open Door. Newson.
 Trips to Take. Johnson.

GRADE III:

- Storyland. Newson.
 The Treasure Box. Johnson.

GRADE IV:

- The Study Readers. Fourth Year. Merrill.

GRADE V:

- The Study Readers. Fifth Year. Merrill.

GRADE VI:

- The Study Readers. Sixth Year. Merrill.

GRADE VII:

- Boys' and Girls' Readers. Seventh Reader. Houghton.

2. SUGGESTED LIST OF ADDITIONAL READERS

From this list teachers may select readers which contain materials that meet the needs of the class as the work in the basal texts develops during the year.*

GRADE I:

Primers

- Bobbs-Merrill. Bobbs-Merrill.
 Child's Own Way. Wag and Puff. Wheeler.
 Reading Literature. Row.
 Pathway to Reading. Silver.
 Child's World Readers. Johnson.

*The reading materials listed in the outline courses in language, health, citizenship, and science should be an integral part of the supplementary reading program and form the bases for the fundamental relationships of reading to these other subjects.

Open Road to Reading. Ginn.
 Everyday Classics. Macmillan.
 Winston Readers. Winston.
 Child-Story Readers. Lyons.
 Elson Readers. Scott.
 The Study Readers. We Three. Merrill.
 Up and Doing. Mentzer.
 Citizenship Readers. Lippincott.

First Readers

Bobbs-Merrill. Bobbs-Merrill.
 Child's Own Way, Surprise Stories. Wheeler.
 Pathway to Reading. Silver.
 Reading Literature. Row.
 Child's World. Johnson.
 Winston Readers. Winston.
 Open Road to Reading. Ginn.
 Everyday Classics. Macmillan.
 Child-Story Readers. Lyons.
 Elson Readers, Book One. Scott.
 The Study Readers. Merrill.
 Out and Playing. Mentzer.
 Citizenship Readers. Lippincott.

GRADE II:

Second Readers

Bobbs-Merrill. Bobbs-Merrill.
 Child's Own Way, New Stories. Wheeler.
 Pathway to Reading. Silver.
 Reading Literature. Row.
 Child's World Readers. Johnson.
 Winston Readers. Winston.
 Open Road to Reading. Ginn.
 Everyday Classics. Macmillan.
 Child-Story Readers. Lyons.
 Elson Readers, Book Two. Scott.
 The Study Readers. Merrill.
 Citizenship Readers. Lippincott.

GRADE III:

Third Readers

Bobbs-Merrill. Bobbs-Merrill.
 Child's Own Way, Best Stories. Wheeler.
 Pathway to Reading. Silver.
 Reading Literature. Row.
 Child's World Readers. Johnson.
 Open Road to Reading. Ginn.
 Winston Readers. Winston.
 Child-Story Readers. Lyons.
 Elson Readers, Book Three. Scott.
 The Study Readers. Merrill.
 Citizenship Readers. Lippincott.

GRADE IV:

Fourth Readers

Child Library. Scott.
 Elson. Scott.
 Reading and Living, Book I. Scribner's.
 Winston Readers. Winston.
 Studies in Reading. University.
 Adventures in Reading. Doubleday.
 Good Reading. Scribner's.
 Story Study. Far and Near. Johnson.
 Citizenship Readers. Lippincott.
 Bobbs-Merrill. Bobbs-Merrill.
 Reading Literature. Row.
 Child Story Readers. Lyons.

GRADE V:

Fifth Readers

Child Library. Scott.
 Elson. Scott.
 Studies in Reading. University.
 Adventures in Reading. Doubleday.
 Good Reading. Scribner's.
 Bobbs-Merrill. Bobbs-Merrill.
 Story and Study Readers. Days and Deeds. Johnson.
 Citizenship Readers. Lippincott.
 Reading and Living, Book II. Scribner's.
 Child-Story Readers. Lyons.

GRADE VI:

Sixth Readers

Child Library. Scott.
 Elson. Scott.
 Studies in Reading. University.
 Good Reading. Scribner's.
 Bobbs-Merrill. Bobbs-Merrill.
 Citizenship Readers. Lippincott.
 Adventures in Reading. Doubleday.
 Reading and Living, Book III. Scribner's.
 Child-Story Readers. Lyons.

GRADE VII:

Seventh Readers

Child Library. Scott.
 Elson. Scott.
 Studies in Reading. University.
 Reading and Living. Scribner's.
 Achievement. Sanborn.
 Bobbs-Merrill. Bobbs-Merrill.
 Citizenship Readers. Lippincott.

3. LIBRARY LISTS

There cannot be too many books for the child's free reading in any grade or stage of progress in reading. Interests differ and the books at his disposal should vary in content material and difficulty. The lists suggested here meet this condition as far as possible. A few books illustrative of the types of materials offered by the more complete library lists are listed here by grades. Since they are taken from recent compilations of library materials they should be reliable, and are possibly the best available. The purpose of this list is merely to suggest the range and type of materials to be selected for the various phases of library work as related to the grade work in reading instruction. For library references and source materials see references at the close of this section.

It is suggested that the books the child is to study during the year not be placed on the reading table or in the library for his free use until after the study of the books. Copies of supplementary books not to be used for class study should be placed on the table, as valuable and interesting content material is in this way brought into use.

THE FIRST GRADE:

Picture Books

The Real Mother Goose. Illus. by Wright. Rand.
 Smith. The Chicken World. Putnam.
 Petersham and Petersham. Miki. Doubleday.
 Greenaway. A—Apple Pie. Warne.
 Crane. Old Mother Hubbard Picture Book. Dodd.

Books of Verse with Pictures

Greenaway. Marigold Garden. Warne.
 Stevenson. Child's Garden of Verses. Scribner's.
 Tippet. I Live in a City. Harper.

Picture Books Which Tell a Story

Brooke. Johnny Crow's Party. Warne.
 Bannerman. Little Black Sambo. Stokes.
 Caldecott. Picture Books 1, 2, 3, 4, 5. Warne.
 Carrick. Picture Tales from the Russian. Stokes.
 Clark. The Poppy Seed Cakes. Doubleday.
 Potter. Peter Rabbit. Warne.

Song Books

Le Mair. Little Songs of Long Ago. McKay.
 Crane. The Baby's Opera. Warne.
 Coleman and Thorn. Singing Time.

Other Rhymes and Poems

Adelborg. Clean Peter and the Children of Grubbylea. Longmans.
 Lear. Nonsense Books. Little.
 Fyelman. Fairies and Chimneys. Doubleday.
 Field. Taxis and Toadstools. Doubleday.

Stories to be Read or Told to the Children

Lefevre. The Cock, the Mouse, and the Little Red Hen. Jacobs.
 Gruelle. Raggedy Ann. Volland.
 Bryant. Best Stories to Tell to Children. Houghton.
 Lofting. The Story of Mrs. Tubbs. Stokes.
 Mitchell. Here and Now Story Book. Dutton.

Books Children Can Read

Hardy. The Little Book, Sally and Billy. Wheeler.
 Dootson. A Riddle Book. Rand.
 Wright. The Magic Boat. Ginn.
 Heward. The Twins and Tabiffa. Macrae.

THE SECOND GRADE:

Zirbes. The Story of Milk. Keystone View Co.
 Bianco. The Wooden Doll. Macmillan.
 Adams. Five Little Friends. Macmillan.
 Bianco. The Velveteen Rabbit. Doubleday.
 Field. Poems of Childhood. Scribner's.
 Youmans. Skitter Cat. Bobbs-Merrill.

THE THIRD GRADE:

Grant. Story of the Ship. McLoughlin.
 Milne. When We Were Very Young. Dutton.
 Wells. Peppi, the Duck. Doubleday.
 Swift. Little Blacknose. Harcourt.
 Jewett. Hopi, the Cliff Dweller. Heath.

THE FOURTH GRADE:

Heward. Ameliar Anne and the Green Umbrella. Macrae.
 De La Mare. Peacock Pie. Holt.
 Beston. Firelight Fairy Book. Atlantic Pub.
 Asquith. Pillicock Hill. Macmillan.
 Meigs. The Wonderful Locomotive. Macmillan.

THE FIFTH GRADE:

Baylor. Juan and Juanita. Houghton.
 Fyleman. Fairies and Chimneys. Doubleday.
 Grimm. Fairy Tales. Lippincott.
 Lofting. The Story of Dr. Doolittle. Stokes.
 Patch. Hexapod Stories. Little.

THE SIXTH GRADE:

Bryant. The Children's Book of Celebrated Bridges. Century.
 Canfield. Understood Betsy. Holt.
 Green. Dick Byrd: Air Explorer. Putnam.
 Pyle. Robin Hood. Scribner's.
 Riley. Rhymes of Childhood. Bobbs-Merrill.

THE SEVENTH GRADE:

Charnley. Boys' Life of the Wright Brothers. Harper.
 Garland. Boy Life on the Prairie. Harper.
 London. Call of the Wild. Grosset.
 Salter. Bambi. Simon and Schuster.
 Untermyer. This Singing World. Harcourt.
 La Prade. Alice in Orchestra. Doubleday.

REFERENCES: From which to select more complete lists of library materials for each grade.
 State Approved Library Lists for Elementary and High Schools.
 Graded List of Books for Children. 1930. Nora Beust. American Library Association, Chicago. Price \$2.00.
 Selected Books and Pictures for Young Children. Dagleish and Schurman. Educational Playthings, 20 E. 69th Street, New York City. Price \$0.35.

II. Suggested Outline for the Reading Program in Grades I to VII, Inclusive.

THE FIRST GRADE

There are two important divisions of the work in reading in the first grade, (a) the preparation period, and (b) the initial period of reading instruction. The suggested outline which follows deals with these two divisions.

A. The period of preparation for reading.

This period includes the work of a well-organized kindergarten and the first grade teacher should undertake in so far as possible this very essential step in the reading program.

In planning her work the teacher should not confuse the *period of preparation* with that of the *initial period* of reading instruction which follows it. The purpose of the former is to get children ready to be taught to read. This preparation must be provided for if pupils are to show a readiness for reading when they meet with the difficulties of formal reading instruction. Some children do not possess this reading readiness when they are expected to begin the work in reading. It is important that this foundational work be accomplished before pupils are called upon to master any of the technical difficulties of the reading process. There are three things involved in the definition of reading readiness: (1) a mental maturity sufficient to cope successfully with the intellectual difficulties involved in learning to read; (2) a background of experiences that will make the subject matter of beginning reading intelligible; (3) active interests and social qualities that will enable children to participate satisfactorily in the activities by which beginning reading is taught. To try to find out the present status of the school beginners in regard to these three things is one of the first responsibilities of the teacher.

In addition to the broad general terms of the definition of reading readiness a detailed list of the most significant evidences of unfitness for reading is given here. In this way, both sides of the case of reading readiness—important factors in reading readiness and deficiencies to be dealt with before progress is made—are brought before the teacher for careful study.

Some of the most significant evidences of unreadiness for reading are:

- Lack of experience
- Lack of interest
- Lack of mental efficiency or maturity
- Lack of sufficient command of English
- Lack of social moral efficiency
- Poor emotional reactions—shyness, rebelliousness, dependence, unhappiness, discouragement
- Physical handicaps—poor vision, poor health, ear defects, adenoids, undernourishment
- Unsatisfactory results—failure to make satisfactory progress, and to acquire correct habits, attitudes and skills.
- Lack of physical efficiency—restlessness, poor muscular control, nervousness.
- Lack of accuracy in habits of expression. Speech defects, poor enunciation

Immature children limited by one or more of these deficiencies cannot accomplish the work expected of the average and normal child who is ready for first grade reading. Undesirable habits of study and work, and increase in nervous strain, poor emotional responses, and low standards are the result of trying to force pupils to read before they have attained reading readiness.

When the child is brought into the formal work of learning to read before he is ready for it, he is very apt to be found at the close of the year in the retarded group or classed among the failures. When the pupil is forced daily to face failure and discouragement as he makes an effort to coöperate with the teacher, he rarely recovers.

The mere fact that a child has reached the age of five-and-a-half or six years is no indication that he is ready to read. A great many children entering the first grade are not fully prepared and eager for instruction in reading. A very large percentage are far from being ready to attack

the problems of first grade reading satisfactorily. "Bridging the gap" for these children, getting them ready to read, is one of the most important problems in the program of reading instruction.

Beginners in school differ widely in degree of physical, mental and social maturity due to a great extent to differences in training, experience and ability. Because of the individual differences at the beginning of school, it follows that their preparation for reading is notably different. Provision for appropriate instruction for individuals and groups will be more effective if the pupils are properly classified according to ability and attainments.

The beginners entering school should be divided into about three groups of approximately the same readiness for reading, and the same learning capacity. The use of standardized mental tests will be helpful in determining the proper grouping of pupils for instructional purposes. Mental maturity is considered the most reliable basis upon which to classify pupils. The teacher's estimate of the pupil's readiness to read which she secures through observation and study of the child engaged in various activities provided during the period of preparation for reading, supplements the results of the mental tests in determining the grouping of pupils. In the absence of measurement by standardized tests, the teacher's judgment or estimate of the pupil's readiness to do first grade work is the most satisfactory criterion upon which to base the classification. This, of course, pre-supposes that the teacher gives some time, during the first few weeks of school, to the study of the children.

Since pupils advance at different rates of progress, frequent changes must be made in the classifications especially during the first half of the year. From the study of the progress of pupils, the teacher should make adjustments among the groups as the needs of the pupils demand.

In order to give the individual child his right start in the reading situation, it is necessary to plan a preparation period for each of the three groups suggested for classification of the school beginners. The program of activities in each group may differ only in scope and extent of development. Some children, of course, will move rapidly into the work of the *initial period of reading instruction* where habits and skills are developed, and others because of specific deficiencies and general immaturity will remain in the preparation period for several weeks or months. The present equipment of the child, physical, mental and social, should determine the kind and type of work planned and conducted during the preparation period.

The objectives and suggested activities should be adapted and adjusted to the needs of the three groups as they progress through the grade.

1. GENERAL OBJECTIVES OF THE PREPARATION PERIOD

The kinds of training and experience indicated in the objectives stated here are essential to satisfactory progress in reading, and are described briefly in terms of contributions which they make to child development.

- a. Wide experience, provided in harmony with the interests of children and preparing them to understand the stories and activities about which they will read.
- b. Reasonable facility in the use of ideas; that is, ability to make use of past experience and information in conversation, in solving simple problems, and in thinking clearly about the content of what they read.

- c. Sufficient command of simple English sentences to enable pupils to speak with ease and freedom. This in turn aids them in anticipating the meaning of passages and in reading fluently.
- d. A relatively wide speaking vocabulary which enables them to recognize quickly the meaning of words and groups of words.
- e. Accuracy in enunciation and pronunciation which insures right habits in the first reading experiences and eliminates the need of corrective exercises later.
- f. A genuine desire to read, which aids in the interpretation of passages and which supplies motives that carry pupils through many difficult periods.

Conscious attention to the types of training which are listed and which are recognized as prerequisites to reading, promotes growth that makes reading a natural and desirable activity in the first grades.

2. SPECIFIC OBJECTIVES AND ACTIVITIES

To accomplish more quickly the objectives for this period, it is essential to plan activities with a definite relation to the specific objective to be attained. The following outline may serve the teacher in her efforts to meet the demands of the situation.

Objective 1: To increase the child's fund of meanings by enlarging his experiences.

Activities: Listening to stories and talking about them.
Conversation about pictures.
Discussing events of excursions or trips.
Caring for and discussing pets.
Making things.
Drawing and painting.
Dramatization and imitative play.
Playing games suitable to age.
Taking part in school activities, parties, special programs.
Handling and manipulating things.

Objective 2: To develop the power and ability to express ideas by the use of pictures, dramatic action, construction, and language.

Activities: Making contributions during conversation and discussions.
Explaining about things made.
Dramatizing events and stories.
Expressing ideas by means of objective material.
Social communication with classmates.

Objective 3: To correct defects of speech, and to develop clear articulation.

Activities: Listening to careful speech.
Singing rote songs.
Practice in speaking slowly and distinctly.
Special help in case of articulation defects.

Objective 4: To increase the span of attention.

Activities: Listening to stories graded carefully as to length and simplicity of plot.
Working on problems that appeal strongly to the interests.
Associating words with pictures on toys, blocks, games.

Objective 5: To stimulate inquiry and curiosity.

Activities: Going on excursions.
Making collections of various things.
Keeping pets and watching them.
Listening to stories read or told.
Looking on while some one reads.

- Objective 6:* To develop self-confidence.
Activities: Living in a happy, free environment.
 Encouragement and approval when attempting worth while things.
 Lead to gradually assume responsibility.
- Objective 7:* To enlarge the vocabulary.
Activities: Listening to stories.
 Discussing new experiences.
 Discussions relating to concrete material and situations.
 Oral word or language games.
- Objective 8:* To create an interest in books and stories leading to a definite interest in reading.
Activities: Looking at picture books.
 Singing favorite songs from books with others.
 Listening to interesting stories read from books.
 Being in an environment rich in good pictures and good books.
 Making booklets.
- Objective 9:* To develop the child socially.
Activities: Rhythmic games.
 Association with other people, children and grown people.
 Playing, group games.
 Planning and giving parties.
 Singing together.
 Working together.
- Objective 10:* To provide opportunity for physical development.
Activities: Opportunity to move about freely.
 Large muscle activity.
 Frequent outdoor play.
 Rest period and lunch period.
 Living in hygienic surroundings.

It is very necessary to build up a general readiness for reading—that is, to be sure that all children sense that reading is a necessary and interesting part of their activities. However, it is not the purpose of the *preparation period* for reading to teach children to read but to get ready to read. Attitude, not number of words recognized, is the main goal of this period.

Informal teaching plans rather than regular class work should be followed in this preparation period. Centers of interest affording a rich environment including picture books, pictures, nature study materials and materials for construction or making things should be provided. A great deal of the subject matter should be centered in pupil's plans and activities. A few suggestions are as follows:

Making furniture for the various centers of interest in the room: reading, science, music and art, and social activities.

Making toys, tents and animals, to use in various ways in play, as the circus.

Making a garden and cultivating the plants.

Making and furnishing doll and play houses, stores and airplanes.

Making decorations for various and special occasions, holidays.

Activities pertaining to excursions, nature study, hygiene and health, safety, doll play, parties, use of bulletin board. Steri-optican views. Newspaper.

These activities provide training in: planning, initiating, completing things; assembling, adapting and taking care of materials to work with; sharing materials and tools with others; persistence; neatness; use of language, freedom of expression; and, ability to think.

The amount of subject matter to be acquired during the *preparation period* for reading cannot be definitely stated. With the specific objectives as guides the first consideration in the program of subject matter and activities should be to plan to eliminate in so far as possible those deficiencies which retard progress in reading readiness; and second, to attempt to plan those experiences which will enable as many beginners as possible to come into the possession of the prerequisites to reading as stated in the general and specific objectives.

In summarizing the work, it may prove helpful to state the desirable outcomes for the *preparation period* of reading as follows:

- a. Wide experience in
 - Listening to stories and rhymes and discussing interesting points.
 - Handling books and pictures.
 - Dramatizing stories and various experiences.
 - Social contacts.
 - Use of nature study materials.
 - Observation and discussion of things common to the environment.
- b. Definite interest in
 - Pictures, books, puzzles, and games.
 - Expressing ideas in various ways.
 - Working with the group—taking part in its activities, attainments and progress.
- c. Acquaintance with words which will be encountered in his first reading experiences.
 - Opportunity to become familiar with these words through situations providing vocabulary work.

3. EQUIPMENT AND SUPPLIES

A list of equipment and supplies suitable for carrying on the work as outlined above is suggested here. While this list is in no way complete, it should be useful in suggesting to the teacher the types of equipment and supplies to be provided.

a. Furniture

Desk, chairs, waste paper basket, files, bookcase, and cabinet for supplies. (For the teacher.)
 Tables and chairs for children of different sizes.
 Piano or phonograph.
 Attractive library chairs and table.
 Files for pictures, fresco paintings, and other materials.
 Cabinets for individual pupils.
 Cabinets for tools, blocks, and science supplies.
 Book case.
 Lockers or closet space for children's wraps.
 Work benches and work tables.
 Blackboards.
 Large bulletin boards.
 Cots of canvas for rest period.
 Aquarium with running water.

b. Stimulating equipment and work materials

Large blocks from lumber mill.
 Packing boxes to supply material for making things.
 Pieces of lumber suitable for making chairs, tables, trains, boats, and many other things called for in the various activities planned.
 Tools—saws, hammers, screw drivers, brace and bits, scissors.
 Frames for weaving.
 Clay—for modelling.
 Drawing and painting materials.
 Large easels and brushes of different sizes.
 A few toys—celluloid and wooden animals and dolls; games—checker boards, ring toss, bean bags.
 Colored tiles for creating designs.
 Pictures and books.

c. *References: For the selection and use of equipment and supplies and materials*

- Lewis. *An Adventure With Children*. Macmillan.
 Moore. *The Primary School*. Houghton.
 Dunn and Everett. *Four Years in a Country School*. Bureau of Publications, Teachers College.
 Knox. *School Activities and Equipment*. Houghton.
 Clouser and Millikan. *Kindergarten—Primary Activities Based on Community Life*. Macmillan.
 Rugg and Shumaker. *The Child-Centered School*. World.
 Wicking. *Education Through Manual Activities*. Ginn.
 Hahn. *Furnishing the Setting for an Activity Program in Kindergarten and First Grade*. Board of Education, San Francisco.
 Garrison. *Permanent Play Materials for Young Children*. Scribner's.
 Gage. *Readers: Up and Doing, Primer. Out and Playing, First Reader*. Mentzer.

B. The initial period of reading instruction.

Following the *preparation period* discussed in Section A of this outline of first grade work is the *initial period of reading instruction*. The time at which systematic training begins and the duration of the initial period vary with the preparation of the pupils and with their capacity to learn. The period of getting pupils ready to read must have the careful attention of the teacher if the pupils are to complete satisfactorily all requirements of this initial period in reading. With this delay in order to get a reading readiness, all pupils will not be able to complete the work outlined for the initial period of instruction by the end of the first grade and for these pupils this type of training should be continued well into the second year.

The main problem in the initial period of reading instruction is the development of right reading attitudes and habits. The main factors in this development are:

1. To introduce pupils to reading as a thought-getting process.
2. To read fluently and smoothly.
3. To keep the mechanics subordinate to thought.
4. To follow the line with the eye.
5. To learn to attach meanings to printed symbols.
6. To read independently and intelligently.
7. To regard reading in general as a process of finding out.

The general purpose of early training in reading during the initial period of reading instruction in the first grade is to stimulate keen interest in reading activities, to cultivate a thoughtful reading attitude, and to develop reasonable speed and accuracy in reading simple passages. Some of the situations arising in the classroom which involve need of, and stimulate interest in, reading are suggested below:

1. In playing house, store, train, circus, broadcasting, etc., children need to make and read labels, tickets, price marks, signs, etc.
2. When children have been on a trip or excursion in or near the school, they will want to record their experiences on a chart (as a report, newspaper, or diary) to read to other classes or to visitors. These records should be short, 4-6 lines. Many classes "publish" a daily newspaper.
3. Children like to make records about their parties, pets, toys, games and their schoolroom experiences. They like to make flower and bird charts, and keep a weather calendar.
4. When children find attractive books and illustrated rime cards, and so forth, on the reading or library table, they will wish to find out what is in the books, especially if the teacher frequently reads all or parts of stories from these books.
5. When other children bring books to school, the children will wish to hear what is in these books.

6. If children from other classes are occasionally allowed to read in the first grade, interest is stimulated.
7. Sometimes children ask questions, calling for additional information on some topic. The teacher should show children that this information may be found in books, and read it to them. Such information would be that concerning pets, community life, games, what to do for a party or entertainment.
8. Children will find it necessary to read the bulletin board, especially if it contains notices of this type—"John may feed the rabbit today." They will look every day for items of school news, information and directions to read. At times these messages may take the form of letters which should be changed daily. Charts composed by the children may suggest the next day's activities and be read on that day. Interesting pictures stimulate interest.
9. Children will be interested in reading booklets of very short stories composed by members of the class.

The teacher should also in this pre-primer period be widening children's experiences by excursions, conversation, pictures; by classroom free activities, such as playing postman, store, milk man; and by constructive group activities, such as building a playhouse, a doll's house, dressing dolls, making furniture and toys. She should be developing their vocabulary and ability to think, by allowing much natural conversation, by coöperative planning of work, and by discussions or conferences following activities.

All activities in which the children participate must be meaningful for them and must present a problem that will stimulate thinking and create the desire to express ideas. Such purposeful work will further the development of power of oral expression and make for fluency. This fluency of speech, an adequate spoken vocabulary, and some development of the sentence sense are important factors in preparation for, and progress in reading.

Among the many purposeful activities related to reading in which the first grade children may engage during this period are the following:

- Taking care of library table.
- Drawing, cutting, pasting.
- Clay modelling and construction with paper, soft wood and other materials.
- Making booklets for individual use and for library purposes.
- Making sand-table illustrations of scenes in a story.
- Making posters—community expression of ideas developed in the reading of stories.
- Building with blocks.
- Making a moving picture show or a puppet show.
- Composing and reading blackboard and chart units.
- Making a calendar and weather, bird or flower charts.
- Planning excursions and trips.
- Playing with toys.
- Playing games.
- Caring for pets at school.
- Looking at attractive picture and story books.
- Choosing titles for pictures.
- Listening to many stories and poems.
- Practicing games or puzzles.
- Collecting nature study materials.
- Re-telling stories.
- Pantomiming stories.
- Playing pantomime games.
- Taking part in free conversation.
- Seat-work involving reading.
- Creative work involving reading—making up rimes, riddles and stories.
- Drawing, cutting, or painting pictures.
- Looking at pictures with sentences attached.
- Reading items on the bulletin board.
- Reading directions on the blackboard.
- Noticing signs, labels, and names.
- Making book covers and book marks.
- Helping to keep records of interesting events.

CLASSIFICATION OF PUPILS

Grouping the pupils for purposes of instruction should be on the basis of ability to learn and on the rate of progress. It is of distinct advantage to have children taught in groups of as nearly equal ability as possible. Whenever groupings are made within the grade they should be kept flexible. Frequent adjustments or reclassifications are necessary because children progress at different rates. Small groups of eight or ten children, or even a fewer number make much better working units, either in working together independently or working under the teacher's guidance. The amount of material covered in the text books, the number of books read should not be the chief basis for re-grouping. Pupils who read rapidly and widely should be encouraged to participate in a much broader program of activities including varied interests related to reading.

OBJECTIVES

A detailed outline of specific objectives set up primarily for the *initial period* of reading instruction may prove most helpful to the teacher in the effective organization of her program. While the attainment of the general objectives for the reading program as a whole and a realization of the general purpose should be the outcomes of a well-planned and effective program of reading instruction, it is necessary to interpret these objectives and purposes at each grade level.

SPECIFIC OBJECTIVES FOR THE FIRST GRADE

1. *Appreciations and attitudes*

- To realize that books are interesting.
- To realize that books are valuable in carrying out many kinds of activities.
- Desire to own books.
- Desire to improve and show pride in ability.

2. *Knowledge, habits and skills*

- Comprehension or thought-getting.
- Ability to comprehend meaning of a word, phrase, sentence or paragraph.
- Ability to find the word or words that answer a fact question.
- Ability to select and classify ideas.
- Ability to use facts as basis of reasoning.
- Ability to follow directions.
- Ability to illustrate or dramatize a short selection.
- Ability to hold a question in mind and to read to find the answer.
- Ability to recognize a complete thought-unit.
- Ability to tell a simple story in good sequence.
- Ability to find what part of the story the picture illustrates—to connect content of picture with printed matter.
- Habit of reading for meanings.
- Habit of looking for meanings in all reading in environment.
- Ability to use knowledge secured from reading.
- Facility in the use of language.
- Ability to talk about pictures and story.
- Ability to enjoy listening to good reading.

3. *Vocabulary*

- Ability to recognize a sight vocabulary of recurring words and phrases.
- Independence in recognizing and pronouncing words by:
 - a. Applying knowledge of phonics
 - b. Help of context
 - c. Help of pictures

4. *Mechanics of reading*

Recognition of units larger than a word at each eye-fixation, and the ability to make rhythmic eye movements across the page, and back from the end of the line to the beginning of the next line to be read.

Reading silently without too much vocalization which means a minimum amount of whispering or lip movement.

Avoidance of finger-pointing and head movement.

Preparing silently before attempting to read aloud.

Increased span of attention and ability to carry longer units in mind.

Clear enunciation, correct pronunciation, proper phrasing, well-modulated and expressive voice in oral reading.

Good posture and regard for proper light.

5. *Care and use of books and materials*

Proper use and care of books in opening, turning pages, and holding.

Keeping materials used clean and free from defacements.

Proper use of table of contents, finding page references and word lists in back of book.

Proper care and use of grade, school, and public library books.

Putting books and materials in proper places after using them.

READING LESSONS

The objectives outlined call for a well-balanced and integrated program of reading lessons of varied character throughout the first year. The following types of reading lessons are suggestive of the varieties of procedure to be included:

- a. Silent reading and oral reading lessons based on interesting experiences and activities of the pupils, and on stories and informational selections in readers and other books, to insure rapid growth in habits of intelligent interpretation.
- b. Directed silent reading for information and pleasure, to establish habits of continuous, intelligent reading and study.
- c. Directed oral reading following silent preparation, to develop ability, to recognize increasingly large units of thought at each fixation and to read effectively to others.
- d. Dramatization exercises to aid in mastering the thought of a selection, as a means of realizing experiences more fully, and as an opportunity of giving to others one's interpretation of the meaning of a selection.
- e. Drill and exercises, to establish habits of accuracy and independence in word recognition, and a wide span of recognition.
- f. Supervised "between recitation" work or seat activities, to train pupils in habits of independent study, and in the thoughtful interpretation of what they read. This should be carefully planned and used only with group of pupils needing such training.
- g. Self-directed seat activities, with appropriate check tests, to provide opportunity for pupils to read independently and to secure training in careful, thorough work. Pupils should be free to select the materials necessary for these activities.
- h. Frequent tests of the progress of pupils and diagnostic and remedial steps.

READING GOALS FOR FIRST GRADE

The program in reading should be so developed that the suggested goals may be reached by pupils who are prepared by training and ex-

perience for the work of each division; pre-primer, primer and first reader. These are offered to teachers merely as suggestions which should be an aid in measuring results at intervals. (Many pupils will complete the pre-primer work earlier than the eight weeks' period.)

a. PRE-PRIMER CLASS AT END OF EIGHT WEEKS' PERIOD

1. Ability to use all words in pre-primer vocabulary freely in oral comprehension.
2. Ability to recognize at sight at least 50 of the important words and phrases.
3. Ability to get a word by finding it in a memorized rime, sentence, or in a familiar chart.
4. Desire to acquire reading skill because of pleasurable reading experiences.
5. Attitude toward reading that it is always thought-getting.
6. Habit of trying to make connections between symbols and the thought embodied.
7. Habit of self-helpfulness in using any material on work table or any material used as "between recitation" work.

b. PRIMER CLASS AT END OF FIRST HALF YEAR

1. Interest in all reading in the environment especially in books on reading shelf or table, bulletin board and new charts.
2. Ability to answer fact questions on material read.
3. Ability to illustrate or dramatize a selection following three or four simple directions.
4. Ability to recognize 200-250 sight words from accepted list.
5. Ability to get new words—
 - a. From illustrations plus context.
 - b. From illustration plus initial sound.
 - c. By comparison with known sight words.
6. Ability to comprehend words, phrases and sentences, using sight vocabulary in developing seat work based on material read.
7. Ability to read without a marker.
8. Ability to read material in basic text and one or two other primers.

c. FIRST READER CLASS AT END OF YEAR

1. Interest in all reading environment.
2. Knowledge of how to prepare material which they wish to read orally.
 - a. Good oral reading habits.
3. Ability to read without lip movement, finger pointing or head movements.
4. Ability to get new words.
 - a. From context.
 - b. From illustration plus context plus initial sound.
 - c. By comparison with known words—changing initial consonant.
 - d. By sounding (inaudibly) the letters or groups of letters and known words within word.
5. Ability to take in groups of words and phrases in one eye-sweep.
6. Ability to read well orally two primers and one first reader other than the basic texts.
7. Ability to use material of first reader difficulty:
 - a. To find answers to fact questions.
 - b. To follow 3 or 4 simple directions.
 - c. To handle check-up material such as: multiple choice, yes and no, classifying exercises, riddles, booklet making, elliptical sentences, underscoring according to directions, crossing out according to directions, and illustrating.
8. Command of a vocabulary sufficient to read any primer and any first grade material.

9. The beginning of the formation of these reading habits.
 - a. Reading for meanings.
 - b. Reading silently before reading orally.
 - c. Reading orally in a meaningful way.
 - d. Standing or sitting in good position.
 - e. Holding book correctly.
 - f. Phrasing, not calling words.
 - g. Attacking unfamiliar new words.

PRE-PRIMER WORK

Children who have had the types of experience suggested in the *period of preparation* for reading will be ready to learn to read through organized reading instruction. In addition to other activities designed to build up a general readiness for reading, there must be lessons during the first few weeks following the preparation period which definitely prepare the children to read the primer. These build up a vocabulary of words and phrases which will be used during the early primer reading. Some of the lessons should be based on children's experience and composed by the class under the teacher's guidance, others may be stories written by the teacher. One teacher used successfully the care of the class dolls as the basis for a number of lessons. The care of a schoolroom pet, such as a rabbit, or canary, making and planting a window-box or a small garden, celebrating a birthday with a party, furnish material.

To as large extent as possible the approach to reading should be made through actual experiences by having the experience form the basis of the reading units composed by pupils and teachers. This makes possible a meaningful association of the printed symbol with the printed word. Such material will create an interest in reading and help to inculcate within the child a right attitude toward it.

a. *Aims of pre-primer lessons based on experience*

1. To stimulate keen interest in reading activities and a desire to read independently.
2. To associate meanings with symbols, to cultivate a thoughtful attitude toward reading and to stimulate the habit of thinking about what is read.
3. To acquire, from meaningful reading activities and from phrase and word practice, a sight vocabulary sufficiently rich to enable pupils to read, under direction, the simplest stories of the first book to be used: this includes a sight vocabulary of fifty or more frequently used words and the habit of recognizing familiar words in thought-units.

b. *Suggested Materials.* For the pre-primer lessons the teacher may make charts 18x24 inches, containing illustrated experience or story units of four to six sentences; sentence cards; word and phrase cards illustrated; word and phrase cards not illustrated. (See complete list of materials for first grade.)

c. *Methods of Procedure.* The pre-primer work is the most important step in organized reading instruction. The work should be planned carefully to accomplish the aims. The teacher should work to acquaint the child gradually with the meaning of the reading process, and to provide situations which will make him enjoy and feel a need for reading. A knowledge of how children learn, a consideration of the laws of learning in her planning, ability to note evidences of development, and patience to wait for rapid growth, are all a part of the equipment of the skillful teacher.

It is essential for the teacher to make this beginning in organized reading instruction of such duration that it will insure for each child the gradual development of desirable attitudes and habits. Because of individual differences in capacity and rate of learning as well as the previous preparation of the group, it is difficult to state an exact length of time for the pre-primer work. For those who are ready to learn to read, *lessons based on experiences may well take up from four to six weeks and should then accompany the primer work at regular intervals as long as the primer type of material is used in the reading lessons.* Delay in beginning the work in the primer is justified since the vocabulary must be introduced in order to tell the experiences, and often the number of unfamiliar words together with the unreality and lack of concreteness of the content tend to develop a wrong attitude toward reading and to develop habits of word-calling. A natural approach to reading with very small units, *the use of a great deal of material based on concrete personal experience,* and material requiring an objective type of response will help to avoid this difficulty. With pre-primer work of action and performance sentences, the reading vocabulary may be controlled easily and developed from the commonest words in the vocabularies of the children of this age level. [In addition to the vocabularies of the primers to be read, the teacher should be familiar with the Gates and Thorndike word lists (the whole list), as the word lists of the primers are largely drawn from these recognized lists. See References.] The words are to be presented in sentences to be read silently by the children and acted. There should be a great variety of sentences.

Different teachers are successful with different methods of beginning reading. A method is suggested below which many teachers have found satisfactory. It is based on work composed by the children themselves and based upon their experiences, and combines memory reading with independent reading, allowing children to read from memory until a vocabulary of a few words and phrases has been learned.

1. Children and teacher compose the story line by line, which the teacher prints or writes on blackboard.
2. Teacher asks child to read whole chart, using a line-marker, held still under the line, and moving eyes from left to right.
3. Teacher asks children to find different sentences.

LESSON ILLUSTRATING METHOD. CHART DEVELOPMENT.

The second grade would like to hear about "Our Rabbit." How can we tell them? Wouldn't you like to make a story about him? What could we name our story?

Shall we tell them first that we have a rabbit? Who will tell what to write? *We have a rabbit.*

Now let's tell what his name is. *His name is Peter.* The rest of the unit may be composed in the same way. *He is brown. We like our rabbit.*

Then a game of finding different lines is played. A chart is made using the story and read to the second grade.

Word development: Here is a picture. What do you think it says under the picture? It says: "A Rabbit." Here is something that tells what color the rabbit is—"brown." On this card it tells the rabbit's name—"Peter." Let's play a game with these cards. I have some other cards without pictures. One card says "a rabbit," another says "brown," another says "Peter." Who can put these cards in the right place?

1. Teacher prints chart and, in another period, asks children to read whole story, line by line, using line-marker.

2. Children are asked to find various lines (make a game of it).
3. Teacher introduces two or three words which occur on the chart, by means of illustrated cards, and uses duplicate cards, not illustrated, for matching games to fix forms.
4. Teacher asks children to find words on the chart which they have composed. (Note: The children should "study" each line by themselves before reading it orally.)

Not all of the lessons need to be composed by the children. The teacher may say, "Today I have written a story for you about . . . Would you like to read it?" Occasionally a rime related to the main idea of the group of lessons may be used.

The danger in using a memory method is that children may become too dependent upon it. Just as soon as a very few sight-words—ten or more—have been acquired, the charts should carry sentences which contain these known words, and children should be required to work out these sentences themselves. As the vocabulary grows, more charts composed by the teacher should be used. These should contain a large amount of content using a relatively small vocabulary. They may, however, contain words which are not to be taught and which the teacher may tell or have children guess from the context.

If in reading a chart, children come upon the sentence, "One day Peter ran away," and know the words "Peter" and "ran," the teacher may say, "Whom is the sentence about?" "Peter." "Do you see something that tells what he did?" "Ran." "Well, the sentence tells that one day Peter did something. It begins 'one day.' Study by yourself and see if you can find out what he did. Guess the last word."

The form in which blackboard and chart reading units appear is important because of its bearing on habit-formation. Attention should be given to the following points:

1. Each blackboard or chart lesson should have a central thought.
2. The sentences should be short and of the same length.
3. There should be a proper sequence of sentences.
4. There should be a good beginning and a good ending sentence.
5. Phrases should not be divided at the end of a line.
6. There should be frequent repetition of phrases or word groups.
7. The writing or printing should be large, legible and seen easily.
8. There should be correct spelling, punctuation, and capitalization.
9. Care should be taken not to introduce words too similar in form in the same unit, as *was* and *saw*.
10. All reading units composed and "read" by the class in the pre-primer period should be short and simple. This is important, not only when the children are in the stage where they "read" only through a knowledge of the content but also when they have reached the point of being able to recognize a few words.

Reading the Units

The reading should proceed analytically from the whole story to sentences, then phrases or word groups and lastly to individual words.

1. There should be a motive question for the reading of the whole unit and for each individual sentence.
2. Word difficulties should be mastered at the time they arise by the following means:

- a. Using suggestive questions.
 - b. Recalling a previous use of the word.
 - c. Using pictures.
 - d. Telling the word.
3. The sentences should be read silently in response to a thought-question before being read aloud.
 4. The silent reading may be checked by having the children do the following things:
 - a. Whisper the sentence to the teacher.
 - b. Read the sentence aloud.
 - c. Answer questions.
 - d. A child framing with his hands a sentence he likes and reading it to the group.
 - e. A child framing with his hands a sentence which tells a certain thing.
 - f. The teacher whispering a sentence to one child and another child pointing to and reading the sentence he thinks was whispered.
 - g. One child telling what a sentence is about and another child finding and reading the sentence.
 - h. One child choosing a certain sentence and the rest of the group guessing which sentence was chosen.
 - i. One child beginning to read a sentence and another child finishing it.
 5. Further practice should be given by having the children:
 - a. Re-read the material in answer to thought-questions.
 - b. Frame with their hands phrases or word groups that tell certain things.
 - c. Find sentences that tell certain things.
 - d. Find a certain phrase or an important word as often as it occurs.
 - d. *Developing a Sight Vocabulary.* It is essential that the teacher be skilled in conducting drill games with alertness, rapidity, variety and a definite purpose in mind in order to assure the attentive repetition needed to secure instant recognition of word groups and words. Only such words and word groups as are to become a part of the child's sight vocabulary should be drilled upon. *Drill of any kind should not be imposed upon the pupil who does not need it. Drill should be carefully planned, sparingly used, and used only to meet a specific need of the individual.*

The manuals accompanying the primers and first readers offer a number of suggestions for helping to fix the vocabulary.

Other practice exercises to be used with early chart and blackboard reading units are given here.

1. Removing a chart unit built of sentence strips by taking down one sentence strip at a time in response to thought-questions.
2. Matching chart sentences with sentence strips.
3. Building up a chart unit by means of sentence strips.
4. Finding two word group cards that make one sentence strip.
5. One child finding a sentence strip, telling what it says and giving it to another child to match with the blackboard or chart sentence.
6. Trying to read a sentence strip which another child or teacher shows.
7. The teacher passing out sentences or word group cards and asking the child who has a strip that says a certain thing to place it up on the blackboard ledge. This is continued until all the cards have been called for.

8. The teacher passing out sentence strips which correspond to a story written on the blackboard. The child with the strip like the first sentence, showing the strip, then a child with a strip like the second, and so on until the story is completed.
9. The teacher having a story on the blackboard or chart, calling attention to a certain sentence which the children try to read to themselves. Then covering the sentence, and the child standing who has the corresponding sentence.

During the pre-primer period the children should become somewhat familiar with some of the words that occur in the early lessons of the primer in use. After the children have had some preliminary work in the pre-primer period as a basis for the reading experience to follow, they can begin readily the easy units on the chart or in the primer. This work should be begun without too much detailed preparation, for that will interfere with the thought-getting process and the enjoyment of the illustrations and the content. Careful study of the manual accompanying the primer to be used will aid the teacher in this work.

e. *Further Suggestions* (For reading lessons based on interests and experiences and which should be in use during the entire first year).

1. By closely observing the children the first few weeks of school, the teacher will have a great deal of information concerning the interests and experiences of her pupils. This should be the subject matter for their first lessons in reading.
2. From these experiences there should evolve a few short statements worded by the pupils. These statements should be printed on the board or charts.
3. The attention should be on large units, the total experience or whole rime at first. The sentence should be the shortest unit presented for some time.
4. No one unit should be worked on too long at first as children are apt to lose interest and develop undesirable reading attitudes.
5. There should be repetition by using the same words and phrases in various experience lessons. If the teacher allows the children to word the statements which she uses on the charts, she will be sure of a suitable vocabulary, sufficient repetition and meaningful content.

The following materials developed in the first grade of the Spring Hope School, are illustrative of this point.

OUR PUP

We have a frisky little pup.
He is very friendly and playful.
He tried to help Joe put coal in the stove.

THE SNOW

The snow falls lightly.
The snow trims the tree.
It covers the ground with a big white sheet.

THE OYSTER

Helen brought an oyster today.
It has a hard shell.
The oyster lives inside.
You may knock and knock. He will not let you in.

6. Before taking up the work in the primer, the manual should be studied by the teacher and the suggestions for developing the pre-primer work carefully followed.

7. As the work in the first primer proceeds and the pupils are well advanced in the use of the text, the teacher should begin the study of the content and materials accompanying the second primer in order to avoid overlapping or waste of time when the second primer is to be used by the class. It is necessary to study carefully the manual for the second primer and to follow the detailed suggestions in preparation for the use of primer by the class.

PRIMER WORK

Through the activities of the *period of preparation* for reading and the pre-primer work, the pupil should have a wealth of experiences for interpreting the stories, a good start in fundamental habits, and a keen interest in discovering the unknown.

Before taking up the primer for regular reading the pupils should have acquired the following:

- a. An interest in books and other printed material.
- b. The habit of thinking of printed symbols as standing for meaning.
- c. The habit of reading from left to right.
- d. The possession of the sentence and composition sense.
- e. A sight vocabulary that will enable them to recognize without help from the teacher the most of the words in the first lessons of the primer.

The primer should not on the average be placed in the hands of the pupils before the eighth week of school. For some children even more time is necessary for the preparation period and the pre-primer work. Of course, superior children with a background of training and experience before entering school could profit by the use of the primer during the first month of school, but even then children often suffer by a rush into the formal use of books before they have been able to make necessary adjustments attendant upon school entrance.

The presentation of the primer and the actual reading from the text affords the kind of joy and satisfaction that is almost unequalled throughout the grade work. The teacher should plan carefully in order for each child to realize his own strength and ability already developed before taking up the primer.

After a few of the early primer lessons have been read from the blackboard and chart, the primer may be taken up. Some points the teacher should keep in mind are these:

- a. The teacher should not only give each child sufficient time to enjoy his new book but she should also enter into the enjoyment with him.
- b. At first the child should be allowed to examine the book in any way he chooses, then be led to see that it has a name and table of contents.
- c. He should look through the table of contents to see if he can read the titles of any of the stories.
- d. He should turn to the beginning of the book and look at the pictures. He will notice that the stories tell about the pictures.
- e. Although the children may have read these early stories from the blackboard or the chart they will be delighted to read them from their books.

When pupils are learning to read from the primer, the use of reading in connection with their experiences and activities should continue. Situations similar to those mentioned previously should afford opportunity for reading. Other situations which may be used in this primer period are:

- a. In constructing objects or in playing games, simple printed directions may be used.
- b. When children desire further information on any topic, such as stories of pets, etc., they will wish to consult books.
- c. Children may wish to give an entertainment, a play, or a reading. Books should furnish some of the material for dramatizations, puppet shows, pantomime, tableaux, or narrative readings.
- d. If children see posters containing descriptive remarks and an interesting picture, they will become interested in the book described.
- e. Interest in children's magazines may be stimulated by placing attractive magazines on the reading table, asking children to bring clippings from their magazines or the children's pages from an adult's magazine, or having children make a little magazine of their own.
- f. At this stage more difficult material posted on the bulletin board will attract attention—illustrated magazine clippings, notices of coming events, such as a party, or a trip.
- g. Opportunity for children to report, dramatize or illustrate stories read independently, and the opportunity to keep a record of books read or owned will tend to stimulate wide reading.

The work outlined in the manuals which accompany the basal primers is planned for use in connection with the chart, sentence, phrase and word cards and is designed to introduce the content of the primers. This should be the basis for the organized reading instruction which precedes the use of the primer and should be used at the time when the pupils are ready for this type of work. The lessons, based on interest and experience, and the lessons outlined in the manuals for the pre-primer period should be carried along together and a close coördination between the two worked out in the organized reading program planned by the teacher.

For the outline for the first primer lesson as well as those to follow in using the primer and first reader, it is suggested that the teacher follow closely the work outlined in the manual accompanying the text in use.

LESSONS FOR PRIMER AND FIRST READER

Stimulating, suggestive, and detailed plans for each lesson in the basal primers and basal first readers are given in the manuals. The teacher should use initiative and originality in modifying and adapting these to best meet the needs of the groups and individuals she teaches. She should constantly endeavor to think of enlarging upon the plans for presenting the material or even working out a better plan. Each lesson plan in the manual offers one way of presenting the material. These lesson plans are merely suggestive, and intended to be a guide to inexperienced teachers and to stimulate well-trained teachers to present the material in the way best adapted to her group.

The following preparation is suggested for the teacher who wishes to make her own lesson plan:

- a. Be familiar with the material in the selection.
- b. Study through the lesson plan given in the manual. Ideas found there may prove stimulating and suggestive.
- c. Determine what the major objectives for the lesson are in terms of pupil achievement and decide how best to present the material to achieve the objectives.
- d. Plan in a general way the preparatory discussion and procedure.
- e. List new and difficult word groups:
 - (1) Words to be presented in blackboard units in connection with some activity in progress or bulletin board announcement.

- (2) Words to be presented in the preparatory discussion.
- (3) Words to be met in the context as the pupils read the story.
- (4) Words which may have to be given further drill with individuals during a drill period or the phonic drill period.
- f. Plan seat work or other between-class activities related directly to the story or selection.

GENERAL LESSON PROCEDURE FOR THE SECOND PRIMER AND FIRST READER

- a. Introduction—Connect the book material with children's experiences in a short introduction, using conversation, pictures, or objects. The skilled teacher always has a stimulating introduction, culminating in a problem to be answered by the story.
- b. Purpose—Be sure that children know just what they are to find out when they read to find the answer to a question. The more mature the children, the longer the selection they are able to read. At first only a sentence should be read, then two or three sentences, and by the end of the first grade a page or even a complete, though very short story.
- c. Vocabulary development—Introduce on blackboard or by cards (in context) the new words and phrases. Be careful not to "give away" the book content, or the purpose for reading will not be strong.
- d. Remind children of what they are to look for.
- e. Allow children to read silently (using markers in the primer stage), giving them help with words they do not know.
- f. Call for answers to question.
- g. Proceed with other sections of the story, using steps d, e and f.
- h. Provide additional check-up by means of questions, or one of several types of informal tests.
- i. Review vocabulary, asking children to find the sentence that tells a certain thing.
- j. Discuss the characters and events of the lessons, as this is valuable in creating proper attitudes. Develop power of evaluating ideas in content of lesson.
- k. Connect with further activity by discussing other work on the same topic. This might be in the form of poems, by constructive activity, or by mentioning other related interesting material in this book or other books.

This general procedure is, of course, only the basis for working out a more detailed and extensive plan for conducting the instructional period in reading in the first grade; however, by following these general principles in teaching, the specific reading and study habits as follows should be developed:

- 1. Reading with a conscious purpose.
- 2. Reading as fast as possible with good comprehension.
- 3. Reading by sentence or phrase units.
- 4. Raising questions about material read.
- 5. Use of table of contents to locate story.
- 6. Use of the terms "title page" of the book and "title" of the story.

THE STIMULATING CLASSROOM

The classroom should always be as attractive in an informal way as possible. The child must always be impressed with the fact that it is a happy and interesting place to be. Special attention should be given to the room where the group is ready to begin the work in organized reading instruction. The room should offer several kinds of stimulation or interest centers as the following:

- a. Science center where fish, flowers, fruit, leaves, and so forth, may be assembled.
- b. Social center where dolls, drums and other toys may be found.
- c. Building center where wood and tools, scissors, paste and colored paper—materials for making things attract the children.
- d. Reading or library center with a supply of pictures and picture books well-chosen and attractive to children.

Reading should not only grow out of other activities but it should also furnish leads and cues for additional desirable classroom experiences. Well-chosen reading will lead out to activity in the following fields: (1) constructive activity, (2) art work, (3) poetry, (4) music, (5) reading of additional references, (6) dramatization, (7) original writing, and (8) excursions.

SOME ESSENTIAL ELEMENTS IN A DAILY PROGRAM

The program for the day in this early training in reading should include much conversation leading to getting better acquainted with each other; free periods in which the children may do what they like for a while; conference periods to discuss things the children have shown an interest in either by manipulating materials or planning and constructing; music and games; story hour; and, plans for the next day based on unfinished activities of various kinds.

DEVELOPMENT OF STUDY HABITS AND ABILITIES

Independence in reading is the result of acquiring and using proper study habits and the developing of study abilities. One of the greatest aids to the development of independence in reading is the assignment of interesting and attainable goals which children can reach only through individual study. The following suggestions may illustrate this point:

a. *Pupils may read silently:*

To answer a question asked by the teacher. The answer may be found by selecting a word or a phrase; by reading a sentence, a paragraph, a page, or the whole of the reading lesson.

To answer questions from the blackboard.

To select from an envelope of printed or written sentences the proper answers to a list of questions.

To follow the directions or commands found on the blackboard or bulletin board.

To attach name tags to the proper objects.

To place titles or name cards under the right picture.

To learn how the story ends.

To prepare to dramatize the story.

To discuss the story and ask one another questions.

b. *Assignments in oral reading (Pupils to read orally):*

To enjoy the rhythm of a poem or a jingle.

To enjoy their new accomplishment.

- To show the teacher how well they have overcome a certain difficulty through practice in group reading under a good reader, or through practice reading aloud at home.
- To entertain another grade, another class, a supervisor or a guest.
- To dramatize the lesson, using books.
- To answer questions asked by the teacher.
- To tell what different characters say.
- To tell the part they liked best.
- To tell the funniest part.

The alert teacher will recognize the fact that abilities in work-type reading will be needed during this initial primer and first reader period of reading experience, and will plan for the introduction of actual study initiated and guided by children's purposes, without making the learning tedious or irksome.

The success in launching a program of work-type or study reading during this initial stage of reading experience will depend upon a knowledge of aims and objectives, upon the choice of effective material of a factual nature, upon the conscious use of especially adapted techniques and procedures, and upon a definite standard of expected achievements. No rigid or dogmatic procedure should be defined for the use of work-type reading since it should be adapted to the needs and capacities of the children. The following suggestions are made for the development of a few of the study abilities listed in the First Grade Objectives.

- a. *Ability to comprehend* meaning of word, phrase or sentence, or short unit of three or four sentences.

How developed.

1. Give a child a definite purpose or question that will compel him to concentrate on meaning.
2. Exercises which entail search for meanings.
3. Constantly checking on comprehension by means of informal tests, yes-no exercises, matching, multiple choice, riddles, completion, picture pointing, drawing.
4. Encourage child to get meaning of new words through context.

- b. *Ability to select and classify ideas.*

How developed.

1. Ask questions or give directions which oblige child to organize, select, and classify ideas: e. g., "Tell three things Bunny had for breakfast." "Which of these three things did Bunny have for breakfast—tea, milk, cake?" "Draw what Bunny Rabbit ate."
2. The types of tests mentioned above may be used to test and practice ability to select and classify ideas.

- c. *Ability to use facts presented*, to reason, and to answer a question whose answer is implied but not stated in the material read. "What was the most healthful food that Peter Rabbit had for lunch?" or "Read about Sally and tell us if you think she was a wise little girl," or "What should she have done?"

How developed.

Give practice exercises which require such types of thinking—ask the kind of questions mentioned above. Lists mentioned previously may be constructed for this purpose.

d. *Ability to follow directions.*

How developed.

Give children written directions for drawing, playing a game, performing classroom duties, or making very simple objects.

e. *Ability to illustrate or dramatize a selection*, with little direction from the teacher.

Give opportunities for such interpretations.

f. *Ability to connect content of story with pictures.*

How developed.

Discuss pictures with children, allowing them to guess probabilities from the pictures and to check themselves by referring to the text.

g. *Habits of reading for meanings* and looking for meanings in all reading in environment will develop as a result of attention to the several skills noted above.

h. *Vocabulary.* Ability to recognize a sight vocabulary of recurring words and phrases from either context clues or through form clues.

The larger the sight vocabulary that a child has, the more easily is he able to interpret the printed page. Again, the number of ideas he is able to acquire from a selection is affected by his ability to understand new words from the context or to recognize words because of similarities to other words.

Further suggestions for vocabulary development.

In the early grades we develop a sight vocabulary of words whose meanings are already known to the child, and which are in the child's speaking vocabulary. It is necessary both to build a sight vocabulary and to give the child some means of recognizing unfamiliar words independently. Three important phases of vocabulary development are: (1) initial presentation of new sight words; (2) retention of vocabulary learned; (3) recognition of new sight words.

1. Initial presentation of new sight words.

- a. A good way of introducing words early in the first grade is to use pictures, in order to make a vivid connection between a word symbol and its meaning, e. g., a picture of a boy with the words printed under it. Other words may be, and in fact nearly all words should be, introduced in context. In teaching "a good place," the teacher might say, "Who knows a good place to play?" and put on the board the children's response—"My yard is a good place to play." A child may then be asked to "frame" or underline the part that says "a good place."
- b. Attention to the form of a word in addition to its meaning helps to fix the form: e. g., in teaching "a mouse" we might write on the board "A cat caught . . ." and ask children to supply the right word. Then the teacher might ask, "Does 'mouse' look like any word that we have had before?" When "house" is suggested, the teacher should list the words together and have children point out their similarity and difference.
- c. Care should be taken not to teach more than three or four new sight words in a lesson. Again, not all the new words in a lesson need to be taught. For the

choice of words in a lesson which become the basic vocabulary, reference should be made to such a list as Gates'. (See Gates' Reading Vocabulary for the Primary Grades, Bureau of Publications, Teachers College, Columbia University, New York.)

2. Retention of vocabulary learned. Well-organized beginning reading materials should plan for enough properly distributed repetitions of vocabulary to fix the connections between word-symbol and meaning. In case the materials are not so organized, or in case certain children need more repetition for fixing the learning, teachers may use supplementary materials in the form of charts, mimeographed material, short exposure or flash cards, and seat-work reading games. The reading material itself may be used for word-finding and phrase-finding games. Whenever possible, supplementary exercises in vocabulary should be in context form, e. g.,

Billy went to the farm.

He saw the cows.

He saw the horses.

He saw the pigs.

He liked the farm.

We may ask the child to find the phrase that tells where Billy went, to find the kind of animals that say "moo," to find the kind that children like to ride, and so forth.

Word-games with emphasis on meaning may be used with discretion. Such games are: Picture-pointing, matching words to pictures, drawing or acting word-meanings.

3. Recognition of new sight-words. There are three methods a child may use in working independently. He should be taught all three.
 - a. The first way is to use the context as a clue to new words. If a sentence reads, "Baby was asleep in bed," the word "bed" being a new sight-word, children should be encouraged to guess the word "bed." Use of contextual clues requires thinking and concentration on meaning, but care should be taken to avoid over-dependence on this type of word-recognition, resulting in hasty and inaccurate reading.
 - b. The second way is to inspect words for their similarities to other words. If a child sees the word "ball" in the sentence, "Billy plays with a ball," he should guess from the context that some sort of a toy is meant, and he should notice that the word looks like "fall," which he already knows. By putting two and two together, he gets the word "ball."
 - c. A third way is to "sound" words. Authorities are disagreed on the value of phonetic work. Until there is a larger body of scientific evidence, however, to determine exactly the value of phonics, it is safe to say that a limited amount of phonetic work is helpful. Recognizing words phonetically should never be emphasized in a lesson in such a way that acquiring the meaning of the reading material is hampered. It is far better to tell the child those words that he fails to recognize during a thought-getting period, than to delay progress and dull interest by insistence on the use of phonetic knowledge.

PHONICS

- a. WHEN TO BEGIN PHONICS (See the manuals accompanying the primer in use.)

As phonics deals with the classification of words into groups, its teaching should not begin until the child has some familiar words to classify. His ear may be trained from the beginning to listen for sounds in rimes, but the classifying of words comes only when he knows so many that they tend to become confusing. If a child says, "That word (hill) ends just the way Jill does," he feels a need for classifying sounds. The teacher seizes this lead as a starting point for the adventures with phonics.

At some other time a child may say, "These words sound the same," referring to "tall" and "wall." The teacher may use these to start a list like the following:

wall	tall	call	stall
fall	ball	hall	all

Attention may be called to their common element, "all," and to their different elements, the initial sounds. Thus, from two words, six more may be learned very easily; and, in addition, an attitude may be established of being on the lookout for other words in the same classification.

The time to start, then, is after a need arises. Some investigators believe this time to be after a sight vocabulary of fifty words has been acquired; some, after a sight vocabulary of a hundred words; and still others, after a sight vocabulary of two hundred words. The early ear-training of the pupil and his keenness to recognize and to be interested in sound classifications will determine the exact time in a given situation.

- b. WHEN TO TEACH PHONICS

It is to be kept in mind that thought-getting is the fundamental aim of the reading period, and that phonics is but a tool to this larger aim. As a tool, it should receive special attention in a separate period. During the latter period, every effort must be made to link the knowledge and skills practiced to the real reading period which has preceded it or which is to follow it.

- c. WHAT TO TEACH IN PHONICS

The most essential facts of phonics for first-grade children are:

Consonants: Most of the initial consonants, some final consonants, and a few important blends of consonants.

Vowels: Short vowels and long vowels. (When there are two vowels in a syllable, the first is long and the second silent.)

Phonograms or "families": Rime words.

In considering what to teach in phonics, the safest guide is "to teach first that which is most important." In the list which follows are given essential facts to teach, listed in order of importance:

1. *Consonants*—The list which follows contains those consonants and blends which are most frequently used and is only suggestive:

Initial consonants: s, t, c, p, f, b, r, m, l, w, g, n, h, th, st, pr, ch.

Final consonants: r, n, l, s, t, d, m, p.

Consonant blends (final): nt, re, ce, se, th, nd, st, ve, ng, te, ck.

2. Vowels

Short vowels. Since short vowels occur more frequently than long ones, they are needed first. The following short vowels are listed in the order of their importance: a, i, e, o, u. Certain words may be used as keys for short vowels: can, sit, help, fun, hop.

Long vowels. Words which may be used as keys for "long" vowels are:

a—ate, cake, name, gave, game, take, page, place, came; late, rain, tail, wait.

e—eat, each, teacher, meat, read, cream, clean, leave, beat.

i—ride, five, hide, like, time, write.

o—home, hole, nose, boat, coat, loaf, road.

u—use, blue.

When using words with double vowels, the teacher should be careful to indicate the effect of the second vowel upon the first, as in ai, ea, oa, ue.

3. *Phonograms or "families": Rime words.* Ten important phonograms, or "groups of letters of one or more vowels followed by one or more consonants," are listed below with examples of words. In situations, in which a teacher finds it desirable to do so, more phonograms may be added to the list here given.

<i>ee</i>	<i>ing</i>	<i>all</i>	<i>est</i>
see	playing	ball	rest
seeds	eating	fall	best
sleep	drinking	small	nest
peep	taking	<i>ick</i>	<i>en</i>
sweet	doing	trick	then
need	reading	<i>ay</i>	hen
seed	going	play	when
<i>et</i>	<i>ight</i>	say	pen
pet	night	day	<i>un</i>
set	right	gray	run
met		may	sun
			fun

d. HOW PHONICS MAY BE TAUGHT

There are two phases of the problem of teaching phonics, ear-training and ear and eye-training.

Ear training

Since the recognition of similarities and differences in sounds is the basis for independent word recognition, ear training is essential from the beginning of the first grade. All sounds make a strong appeal to children. Throughout the early weeks of the first grade, the children can be led to listen for sounds and to imitate them.

1. Sound reproduction. The sounds made by animals and by the toys with which children play, and the common street sounds afford opportunities for ear training and for sound repetition. Poems reproducing the sounds of water, of wind, of rain, and of animals should be read to the group.
2. Riming words. All children have a strong feeling for rhythm and rime. The recognition of riming words furnishes another sound basis for phonics. Some suggestions for developing the riming sense follow:
 - a. The teacher reads couplets exaggerating the rimes; the child listens, and reproduces the riming words.
 - b. The teacher gives a couplet—all but the riming words; the child supplies the riming word. Mother Goose rimes like the following may be used:

Jack and Jill
Went up the . . .
 - c. The child or teacher makes up rimes:

“Look, look!
I see the . . .”
 - d. The child gives two riming words from a familiar jingle.
 - e. The child says a word and another child gives a riming word, such as: toy, boy; girl, curl; house, mouse.
3. Initial sound in names of children. The teacher may say: “There are two children here whose names begin with the same sound. Will they tell us their names?” The children think of other names that begin with the same letter, such as Jill, Jo, Jenny, Jessie, Jeff.
4. Initial sounds in names of things in the room. After a page has been read, the teacher may say, “There is something in this room that begins as Tom’s name does.” The teacher makes the sound of “t” several times clearly. The children touch something that begins as Tom’s name does, such as: table, tool, teacher, top, toy, telephone.

Ear and eye training

After the child has had some experience in ear training and feels the need of classifying the words which he recognizes at sight, he is ready to associate sound with symbol.

1. Initial consonant recognition. The teacher says, “When Mary was reading today, she told me that many of the words began with the same sound.” Look at the word on the boards. Sound the word. What is the first sound? The teacher writes the word “some” on the blackboard, sounding the initial letter clearly as she does so. She then asks the children to tell her other words beginning with the same sound. These need not be the words on the page of the text, since the first list comprises words selected by the sound of “s”, not by the sight of the written “s.” The teacher should list on the board any words the children give, pronouncing each care-

fully. Some common words the children may give are: see, sing, song, six, seven. If none of the children seems to notice the fact that all the words begin with "s", the teacher may call attention to the fact and emphasize two things: the appearance of the letter, and the sound it makes. When the sound has been identified with the letter, the teacher may refer again to the text and call on the children to find other words beginning with "s." Further drill on the "s" sound may be made through various ways:

- a. The teacher may take a number of word-cards and flash them before the children. When the word begins with "s", the children should say, "yes." When it does not begin with "s", they should say, "no."
 - b. The children may direct the teacher in making a list of things in the schoolroom that begin with "s." During a seat-work or study period the children may draw objects, the names of which begin with "s"; or they may make charts with pictures they have cut out from magazines to show words beginning with "s."
2. Final consonant recognition. The teacher may call attention to what the baby is doing in a picture of a baby drinking. Then she may say:

Sup, sup, sup,
From a cup.

"What do you hear at the ends of the words 'sup' and 'cup'? Are the sounds the same? Here are some more. Then the teacher may say, accenting the final consonant for the child to repeat:

stop hop top jump

The teacher may then put the words on the blackboard, asking the child to pronounce the parts of the words which look the same. The name and the sound of the letter may be given.

3. Short vowel recognition. The teacher may put on the board several words with short vowels. These should be words which the children know by sight, such as:

can	Sallie	ran
black	glad	had
flag	cat	apple

The teacher may show the symbol "a," asking for its sound. After a strong association has been made between sound and symbol, she may ask for other words that have the same sound. The following words may be put on the board so that the child will see that, in these words, the sound of "a" is "ă":

fat Sam hat mat man can

Further drill may be had by using flash cards, the text, charts, and booklets, as suggested for consonants.

4. Long vowel recognition. The teacher may say, as she puts the word "can" on the board, "Here is a word with 'a' in it. What does the 'a' say? Here are some more. What does 'a'

say?" The teacher may then continue, "There is a letter which will change these words. Watch the words change." She puts "e" on the end of each word, pronouncing the long vowel slowly:

fate same hate mate mane cane

The child sees that the word is changed in sound and in meaning. It is shown that the "e" makes the "a" long and that the "e" is silent, or does not sound. In a short while the child should be able to change from "ă" to long "ā" when he sees the "e" on the end of a syllable or a word. The teacher may proceed with the same type of practice suggested for consonants. The same procedures are used for the other vowels in developing the long sounds of e, i, o, u. When words like eat, coat, rain, clean, and leave, are used, the teacher may show that the second vowel, like the "e" at the end, keeps silent but makes the first vowel long.

5. Recognition of phonograms, or "families"; rime words. The teacher may say, "I am going to say several words. Are there any parts that sound the same?" She then pronounces such words as:

playing drinking reading eating taking

The children will discover the "ing" when the teacher writes the words on the blackboard. The children may say the words and may put a box around the family name; that is, around each "ing" card may be placed on those words which will take the "ing." As the child adds the "ing," he is to pronounce the word he has made. Other phonograms may be taught in this way.

e. VOCABULARY ATTAINMENTS AT THE CLOSE OF FIRST GRADE

At the end of the first grade, the child should have a reading vocabulary of several hundred words which he recognizes both isolated and in context. This vocabulary consists of the words in the basal primer and first reader and other words of high frequency in the Gates and other standard word lists. These words should be learned to the point of instant recognition through much easy interesting reading material supplemented by games and drills.

SUGGESTED EQUIPMENT FOR TEACHING READING

- a. Texts. It is essential that the teacher have copies of all basal tests for her own personal use, and should be furnished with copies of all supplementary readers used for class instruction.
- b. Manuals. Every teacher should have a copy of the manual prepared for the readers she is teaching, both basal and supplementary.
- c. Accessory materials. Charts, sentence, word groups, and word-cards, phonic charts, and seat-work booklets accompanying the readers to be used may be furnished in complete sets for the teacher's use. (See the list and description in the manuals accompanying the series of readers in use.) This material should be used only with certain groups where needs demand it. It is much more desirable that the teacher make accessory materials with content based upon

the experiences of the child and the needs of the immediate situation. Especially should the teacher make the accessory materials for the texts additional to those used for basal work if needed. All pupils do not need either the commercial or teacher-made materials. Many individual children do not need the aid this material gives but can make satisfactory progress without it.

- d. Pictures. These may be cut from old books, magazines, and other sources, and used for booklets, seat-work, or bulletin boards.
- e. Manila tag board, kraft, and other heavy wrapping paper for charts, sentence strips, word group cards, or word-cards.
- f. Hand printing press with the large type including capitals, small letters and figures for making charts, books and papers of various kinds.
- g. A price and sign marker. This may be secured from Milton Bradley Company, Atlanta, Ga.
- h. Seat-work material. This should be chosen carefully and in relation to the classwork in reading.
- i. Hectograph. A two-surface one is preferred.
- j. Reading table. (This may be constructed by the pupils.) For books, pictures and all other reading materials.
- k. Bulletin board. At least 3 ft. by 7 ft. in size. It may be of framed cork or felt, or more cheaply of beaver board covered with burlap. (It should be placed low enough to be used by pupils.)
- l. Chart rack. This rack consists of a long sheet of kraft, or other heavy paper with horizontal ledges or grooves into which sentence strips, word-card groups, and word-cards can be slipped easily by the children.
- m. Window shade. To be fastened above the blackboard, and used to cover work on the blackboard as needed.
- n. Blackboard markers. In teaching beginning reading, the teacher may find blackboard markers useful when blackboard units are being read. These may be made of manila cardboard and should be about 3 in. by 20 in. in size. Pupils and teachers hold these strips under sentences read from blackboard and chart instead of using a pointer.
- o. Individual markers. In beginning reading from the primer, each child should have a small cardboard marker about four inches long and one inch wide to hold under a sentence being read. This is held still under a line and not moved; thus pointing is avoided. Markers are crutches or props which should be discontinued as soon as the children are able to keep their places without them.
- p. Supplementary practice materials. The use of chart materials and book materials of the primer level which are properly organized to provide distributed repetition of vocabulary, should take care of fixing the vocabulary. However, supplementary material, though not essential to the effective use of well-planned books, will enlarge and enrich children's experiences by helping to establish a friendly attitude toward reading, as well as by furnishing additional means for thoughtful repetitions. Supplementary materials include:
 1. Reading cards: The content, vocabulary, and method of these cards should be adapted to the experiences and interests of

the first grade child, and without repeating should be related to the book materials. They should provide definitely for practice in such skills as, understanding of sentences, vocabulary development and using the following responses—action, verbal, yes-no statements, matching words, matching with pictures, completion of sentences. They are effective when used for repetition with specific sections of the books or charts being read. All of the sentence cards in a group should be related to one central idea. Suitable units might be grouped around a birthday or lunch experience, things in the home, animals, toys, and so forth.

2. Illustrated charts: These may be constructed upon the same general principles as the reading cards.

Important. For teaching equipment specially designed to accompany the adopted readers for primary grades, see the manual for the Newson Readers, Primer and First Reader, Newson and Company, New York, and the manual for the Story and Study Primer and First Reader, Johnson Publishing Company, Richmond, Va.

- q. Professional library. A few well-selected texts dealing with the teaching of reading. (See list of reference books in Part I.)

SEATWORK ACTIVITIES

There are always two phases of reading of the instructional type carried on in the classroom: that which the teacher and pupils work together to attain, and the activities of the pupils working independently or in groups at their seats with materials related to that phase of the reading instruction guided by the teacher in the class period. Seat activities have a definite function in the well-balanced reading program. They afford an opportunity for children to develop independence in reading. They should be planned to give practice in the fundamental habits and skills, repetition for fixing vocabulary, and opportunities for the learning of new words through the use of context and pictures. The seatwork should be built for the most part upon a known vocabulary, yet it should provide new content. It should above all else, be varied, interesting and pleasurable. It should be planned in connection with the regular reading work, and should help pupils progress toward the reading objectives for the class.

The seatwork material which accompanies the adopted reading texts is preferable to the material selected at random. When such related materials are not available, effort should be made to plan the seatwork in as close accord with the activities and interests of the class as possible.

Many teachers mimeograph or hectograph seatwork material. Others find that supplying the child with a work-book at small expense, saves them a great deal of labor. The work books should contain a great variety of exercises, with numerous interesting illustrations, and should be carefully planned to give distributed practice in comprehension, in following directions, in guessing riddles, and so forth. They are also of service in indicating the individual strength and weakness of the pupils, and may be used by the pupil to check his own progress.

a. SUGGESTIONS FOR THE SELECTION, CONSTRUCTION, AND USE OF SEATWORK.

1. It should be directly related to the interests and activities of the class at the time it is to be used.
2. It should be constructed with some specific reading ability in mind.
3. It should be useful to check results.
4. The child should understand and appreciate recorded achievement. Follow-up of success or failure in seatwork and help on difficulties should be planned definitely.

b. TYPES OF SEATWORK

1. *Pre-primer*. The seatwork during this stage must be very simple on account of lack of vocabulary and reading technique:
 - a. Matching pictures and phrases: animals, people, things in a house, things to eat, colors.
 - b. Drawing on paper or blackboard.
 - c. Making characters from a story, using clay.
 - d. Making and labelling book of cut-out pictures, free-hand cutting, or cutting pictures from magazines.
2. *Primer and first reader*. The teacher should have a definite aim in giving each type of seatwork and should be sure that everything which involves reading has a vocabulary of graded difficulty.
 - a. Illustrating thought-units of story length through drawing, paper tearing or cutting, crayon or clay, or in sand table.
 - b. Looking at pictures and reading books from the library table.
 - c. Making a story book, finding or drawing illustrations, and printing accompanying sentences.
 - d. Rhymes or short stories to be placed with appropriate illustrations and titles.
 - e. Units accompanied by true-false, completion, multiple-choice or sentence-matching checks.
 - f. Re-assembling sentences, short stories, or nursery rhymes which have been cut into word groups and placed in an envelope to make the original sentences, stories, or rhymes.
 - g. Directed illustration of short units, e. g.,

<ol style="list-style-type: none"> 1. Draw three rabbits. Color one rabbit white. Color one rabbit black. Color one rabbit brown. Draw carrots for the rabbit to eat. 	<ol style="list-style-type: none"> 2. Draw the bear's bedroom. Draw three blue beds. Draw a little table. Draw a big chair. Draw Baby Bear in bed.
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 - h. Riddles to be completed by:

Placing with correct picture.
Placing with correct phrase.
Drawing, cutting, and so forth.

I am black and white.
I like milk.
I say "Meow, Meow."
Draw me.
 - i. The teacher may cut stories from old readers. Paste each one on an envelope. Inside the envelope have the same story cut into sentences or word groups. Let a child build up each story. The children should be able to read their stories to each other when they are through.

- j. Making the scenery and the figures needed in a puppet show based on a given selection.
- k. Practicing reading a selection to himself in order that he may be ready if he is chosen to take the part of one of the characters.

Important. The seatwork as suggested here should not be used too extensively or continuously by the pupils during the "between recitation" periods. There should be ample time for free activity periods when the child has the opportunity to choose materials to work with and to plan various worthwhile things to do.

The type of seatwork suggested here must be planned most carefully and used very judiciously. The skillful teacher will plan for specific use of seatwork materials and avoid creating the spirit of boredom among the pupils and thereby endangering their interest in reading.

SUGGESTIONS FOR TIME ALLOTMENT AND AMOUNT OF MATERIAL TO BE COVERED

a. TIME ALLOTMENT

Approximately 300 minutes (more or less as the schedule adopted provides) is the length of the school day for the first grade. It is found by practice in our best schools that at least one-half or fifty per cent of this time should be given to reading. This includes the reading period proper, and those activities in related subjects which furnish a basis for reading experience. Since in current practice reading is intimately related to practically every classroom activity, and not limited exclusively to the reading period, 150 minutes per day, or 750 minutes per week, does not seem too great a proportion of time to allot to the reading experiences of first grade pupils. Within this generous time allotment the teacher may realize the relation of reading to other subjects and insure for the pupil an enriched program of meaningful activities in reading.

Differences in conditions in the various school systems and situations concerning pupils who learn slowly or rapidly, make it difficult to determine a definite time allotment for an actual reading period in which reading instruction alone is given. In general, it would seem reasonable to suggest that from 75 to 90 minutes per day be given to the reading instruction period and from 60 to 75 minutes be given to incidental reading and related activities which afford the wider reading experiences for the pupil. Not less than 75 minutes per day should be given to the reading instruction period alone, since practice proves that this is necessary to insure success; however, it is not recommended that every teacher in a school system be held to close adherence to a given schedule.

b. SELECTION AND USE OF MATERIALS

Two basal primers and two basal first readers are adopted for use in this state (see list of adopted basal texts). In addition to the basal texts, it is suggested that primers and first readers be selected from the supplementary texts (see suggested supplementary list, p. 35) for use as the needs of the class, individual or groups of pupils, demand. From five to ten supplementary books, in addition to the four basal texts, are recommended for use in the first grade.

Pupils who read widely make more rapid progress than pupils who read a limited number of books. Sometimes twenty or more books are read during the first year. Provision should be made for independent reading by each pupil of at least ten interesting books.

While reading widely is highly important in the first grade, it is also essential that pupils read intelligently. It is necessary for the teacher to do two things in this connection: (1) to be able to select from the supplementary texts the type and variety of content needed by the individual or group of pupils at the time they are to take up the supplementary text; and, (2) to provide in her program for definite checks on pupil progress in attainment of attitudes, habits, skills and knowledge resulting from the use of the text.

The content, method and vocabulary of books selected for use in the first grade should be reviewed carefully by the teacher. These first books should contain a combination of factual and narrative material, and should provide for a gradual, systematic development of study habits and skills with an easily graded and adequate vocabulary of first grade level. The content should be varied; it should be related to and should expand the natural and wholesome interests of six-year-old children.

Definite provision should be made in the selection of reading material for the systematic increase of the vocabulary, working toward the achievement of the standard vocabulary for the first grade.

In addition to material suited to the development of study habits and skills, such as the basal texts afford, there should be a selection of books containing fanciful tales, folk tales, poetry, science material and other predominantly narrative material to be used for extensive individual reading or for group audience reading. All children's books used for reading purposes should be illustrated attractively.

SUGGESTIONS FOR PROMOTION FOR THE FIRST GRADE

Too often in practice, teachers have thought of attainments for promotion in terms of completion of subject matter in basal and supplementary texts required by the course of study. It is much more desirable that levels of achievement or attainments as measured in attitudes, habits, skills and knowledge with a definite check on the vocabulary, form the basis for promotions.

In the matter of promotions in the first grade, there are several things to consider: (1) the entrance requirements for first grade, which is the beginning point in the first grade program, (2) the outcomes or accomplishments at the close of the pre-primer, primer and first reader stages in the program, and (3) the satisfactory completion of the general requirements of the *initial period* of reading instruction. In the sections given to a discussion of preparation for reading the entrance requirements for first grade are suggested.

Since the statement of objectives for the grade are very specific, they should indicate desirable levels of attainment. Ideally, the attainments for promotion should coincide with the objectives, but with the individual and group promotion system, it is often necessary to promote pupils on

the basis of the more easily measurable attainments. The following chart indicates attainments on the pre-primer, primer and first reader levels:

A. ATTITUDES AND APPRECIATIONS	<i>Pre-Primer</i>	<i>Primer</i>	<i>First Reader</i>
	Interest in all reading in environment, including (a) early picture books, (b) charts formed from sentences the child has given from his experiences. A feeling of self-confidence which gives him the courage to try to read the materials offered.	Interest in all reading in environment. Particular interest in books. Voluntary interest in independent reading of very simple selections, charts and bulletins. Preference for certain stories.	A love for reading and an interest in all reading in environment. Particular interest in books. Voluntary interest in independent reading of Primers and First Readers. Interest in owning, borrowing, and bringing books to school. Interest in public library. A notion of reading as thought-getting. The desire to share reading experiences with others.
B. HABITS, SKILLS AND KNOWLEDGE	Background of experience. Enlarged speaking vocabulary. Ability to use simple sentences. Ability to use ideas in conversation, drawing, constructing. The habit of trying to make connection between the symbols and the thought they embody. The habit of self-helpfulness in using available materials. Some ability to grasp thought wholes. Ability to read or respond to simple chart material of 4 or 5 lines (15-20 charts). The consciousness that printed symbols have meanings.	Ability to comprehend words, phrases, sentences. Ability to answer fact questions on material. Ability to make multiple choice from 3 possibilities. Ability to guess a short riddle. Ability to illustrate or dramatize a selection. Ability to follow 3 or 4 simple directions. Ability to read any of the easier selections from any Primer.	Ability to read both silently and orally in thought units. Ability to read aloud clearly and naturally with consideration for the audience. Ability to comprehend words, phrases, sentences. Ability to answer fact questions on material. Ability to make multiple choice from 3 possibilities. Ability to guess a riddle. Ability to illustrate or dramatize a selection. Ability to follow 3 or 4 simple directions. Ability to read fluently at sight any of the easier selections from any First Reader.
C. VOCABULARY	A sight vocabulary of 50 words from a standard list (Gates or Merrill-Kircher), or 50 frequently recurring words in the Primer or chart in use.	Vocabulary of 200-250 sight words from a standard list, including the words in the basal Primer.	Ability to read without finger pointing, lip-movement, or head-movement. Vocabulary of 900-1,000 sight words, consisting of the words in the basal First Reader and other words of a high frequency from a standard list. Ability to use context-clues. Ability to recognize words through similarity to other words, and by use of phonics. Habit of reading independently for pleasure. Habit of enjoying illustrations.

The requirements of the initial period may not be completed satisfactorily by all pupils who should be promoted at the close of the first year in school. However, these requirements may be met by a large proportion of the first grade pupils at or near the close of the first year; a few who learn to read easily and rapidly will complete more than is outlined in the initial period; and some pupils may not be ready for the second period of reading instruction until they have been in the second grade for several weeks.

The teacher must be alert to the needs and progress made by each pupil in acquiring the broad general purposes of the *initial period* of reading instruction during the first year. It is equally important that the teacher know if the pupil measures up to the requirements as stated, whether he is in the first or the second grade, before he is expected to progress very rapidly with the second period of reading instruction. In other words, is there evidence that the pupil realizes that reading is a thought-getting process and is there satisfactory attainment of habits of independent and intelligent reading of first grade materials that now insure his readiness to enter a program of rapid development of fundamental attitudes, habits and skills?

It is suggested that the following characteristics distinguish the pupils who have completed satisfactorily the requirements of the initial period in reading:

- a. Becomes absorbed completely in the content of interesting selections when reading independently.
- b. Reads silently with few or no lip-movements.
- c. Asks questions about and discusses intelligently the content of what is read.
- d. Reads aloud clearly, naturally, and in thought units rather than by individual words.
- e. Handles books with care, opens and turns pages properly, knows the order of paging and is able to find readily what he is looking for.

These characteristics may be determined by close observation on the part of the teacher and from records made for individual pupils from time to time. Standardized reading tests are a great aid in determining the achievement and progress of pupils at various stages of growth and development in the reading program. Accomplishments as follows may be measured and pupil rating determined:

- a. Recognizing the meanings of words seen.
- b. Interpreting simple sentences and paragraphs.
- c. Understanding and reproducing what is read.
- d. Rate of silent reading.
- e. General accomplishments in speed and accuracy of oral reading.

As rapidly as pupils reach the satisfactory first grade standard for the accomplishments listed above (these are given as first grade norms in the Manual of Directions accompanying the tests) and measure acceptably on the attainment chart, provision should be made for the broader program of reading activities recommended for the second grade.

THE SECOND AND THIRD GRADES

Reading attitudes, habits, skills and knowledges are developed rapidly in the second and third grades. Upon these fundamentals depend satisfactory oral and silent reading. The second grade begins, and the third grade continues a period of opportunity and responsibility for the teacher

who looks upon instruction in reading as the building of permanent life attitudes, knowledges, skills and habits.

FOUNDATIONS FOR SECOND GRADE READING

When the child enters the second grade, it is hoped that he will have both a real desire to read and the beginning of a love for books. He should have acquired the ability to read first grade material with a fair degree of independence; he should have some ability in mastering words, together with the realization that these symbols on the printed page hold meaning.

Certain definite habits, skills, and appreciations relating to reading should have been developed before the child comes to the second grade. During the second and third grades, the child while reading should evidence reasonable practice in the following:

- a. Good posture.
- b. Proper and careful use of books.
- c. Reads silently before trying to read aloud.
- d. Tries to eliminate lip movements while reading silently.
- e. Uses correct eye movements, with lengthening eye-sweep.
- f. Keeps place without pointing.
- g. Enunciates clearly and pronounces words distinctly.
- h. Uses pleasant voice so that audience hears with ease.
- i. Attacks new and difficult words by:
 1. Getting them through context.
 2. Recognizing phonetic elements.
 3. Asking for word.
- j. Reads with expression.
- k. Reads to find out things.
- l. Reproduces what is read silently—organizing thought in words, by action, or through art materials.
- m. Experiences joy and satisfaction in putting thought into the page.
- n. Listens attentively to stories read, and enjoys hearing them.
- o. Enjoys reading for others, selecting and preparing story.
- p. Appreciates the humor in a story.

OBJECTIVES

Upon the foundations for reading developed in the first grade, the following objectives should be easily attainable during the second and third grades.

a. *Attitudes*

Greater interest in books and the desire to read, as shown by voluntary library reading, bringing books to school, and taking books home.

Realization that books are useful, as shown by the habit of looking for information in them.

Increased desire to own good books.

b. *Skills, habits, knowledge*

Thought-getting:

Greater ability to comprehend word, phrase, sentence.

Ability to select and group ideas.

Ability to select main ideas (a beginning in evaluating ideas and in outlining).

Ability to use facts to solve a simple problem.

Ability to follow directions, as in drawing and making objects, playing games, carrying out brief assignments.

Ability to organize a sequence of events, as in dramatizing a story.

Ability to read independently the grade texts and other books of the same level of difficulty.

c. *Vocabulary*

Increased stock of sight-words.

Ability to recognize a vocabulary of recurring words and phrases through both context and form-clues.

Ability to recognize meanings of new words through context clues.

d. *Mechanics of reading*

Increasing span of recognition, as distinguished from span of perception.

Elimination of finger-pointing, and head or lip-movement.

Improvement in enunciation, correct pronunciation, proper phrasing, well-modulated and expressive voice in oral reading.

Habitually correct posture and consistent use of proper light.

e. *Handling of books*

Appreciation of necessity for care of books in opening, and turning pages.

Greater skill in use of table of contents, finding stories by page numbers, cross referencing.

f. *Library*

Beginning of the ability to locate books and, without guidance, to become familiar with contents.

MEANS OF REALIZING THE OBJECTIVES

The teacher may inculcate an attitude of friendliness toward books by teaching the child facts about books and how to work with them. This may be done by incidental or pointed reference to books:

- a. By emphasizing factual books as well as fanciful ones.
- b. By teaching the child to find answers to questions in books.
- c. By encouraging the child to find answers independently.
- d. By setting up situations that call for purposive reading.

Desirable reading skills may be developed:

- a. By emphasizing thought in all reading.
- b. By giving drills in reproduction of stories.
- c. By giving exercises in following directions, in dramatization.
- d. By phrase-flashing, as in grade one, with materials of increasing difficulty.
- e. By having the child read to answer questions and problems.
- f. By continuing instruction in opening books.
- g. By enlarging informational vocabulary.
- h. By continuing lessons in observation.

Correct reading habits may be formed:

- a. By guarding against a negative attitude toward the work of the school.
- b. By developing habits of accurate and rapid reading.
- c. By giving practice in following direction.
- d. By perfecting mechanics.
- e. By developing ability to concentrate.
- f. By getting the child to like his work.
- g. By encouraging promptness and industry.
- h. By insisting on neatness in use of materials.
- i. By developing a habit of observation.

READING IN CONNECTION WITH OTHER CLASSROOM ACTIVITIES

Reading should have a prominent part in carrying on classroom activities, and in supplementing the content matter of the curriculum. Library shelves should contain books, which will enrich certain phases of history, geography, science, community life. Reading lists on such topics may be made by children or by teacher and posted.

Reading should supplement the experience gained on excursions to the farm, the dairy, the bakery, and so forth. Reading material should be utilized in preparing entertainments, assembly programs, parties, and dramatizations.

Printed board directions are useful in connection with care of materials, constructive work, free-period activities, games, study assignments in number work, and so forth. Book directions may be given for constructive work or games. Bulletin boards should show regularly, letters from other groups, suggestions for before-school work, lists of committees of coming class events, and so forth. Reading should not only grow out of such situations but should be used to furnish points of departure for further reading, excursions, constructive work, and so forth.

DETAILED SUGGESTIONS

In order to obtain the best results, teachers are urged to plan their reading program several weeks in advance. They should study the table of contents and the content of the stories in the reader and decide what material is most seasonable and will lead to desirable activities in harmony with the entire program. By planning the reading program sometime in advance, the teacher can provide for related material, extensive reading, and for further pupil activities. Consult the manuals for the readers for plans and suggestions. The teacher should be familiar with and stimulated by the lesson plans for the basal readers as found in the manuals. Techniques or procedures are suggested for practice in developing the various important reading abilities, skills and habits, which will enable the children gradually but surely to achieve them through their daily program. The teacher should strive to make reading an enjoyable occupation to the pupils through their appreciation and understanding of it. The children should be lead to consider reading as one of their greatest joys and the teacher should help them to become acquainted with a wide range of worthwhile stories and poems. Further suggestions for the teacher follows:

Continue to give oral reading much attention. At this period, note carefully the child's word difficulties and how he meets them; his articulation, pronunciation, the modulation of his voice; and his ability to interpret thought in a pleasing manner.

Continue systematic work in silent reading. Use many interesting, easy, attractive supplementary books. Introduce good books, praise them and permit children to examine and use them as a privilege. Encourage in every way possible the use of the library and reading table. Help children form the habit of consulting books in carrying on activities. Encourage them to read when work is finished; in free periods; and encourage them to take library books home. Lead children to read books by authors of the stories they enjoy most. Encourage them to broaden their reading interests by reading a variety of books about one subject and by reading

books on various subjects related to the activities in which they are engaged. Make the greatest use of every means of encouraging extensive reading. Have on the reading table reading material—books and magazines—and write on the blackboard, or place on the bulletin board, the names of the books, giving page numbers, in which stories or facts related to the selection being read may be found. Encourage children to bring books from home for the class library.

Read aloud to children from an interesting book. Create curiosity in a story by telling part of it. Let the children tell how it might end, and then let them read to find out.

Continue to develop a sympathetic appreciation of poems which cause the child to feel the poem and respond to its appeal. Be sure there is no over-analysis in poem study. Provide situations which will cause pupils to wish to interpret and memorize poems or read their favorite books.

Continue the use of the bulletin board on the appropriate grade level.

Continue to exercise great care in presenting the child's tasks to him. Be sure they are suited as nearly as possible to his nature and are interesting to him. Make the activities in connection with the reading natural and child-like. Study to find out what the child's interests are. Then try to see that they are provided for.

Continue giving practice in the following of simple written directions.

Read aloud frequently from books to answer informational questions raised by the pupils. As soon as they are able, the children should read to find their own answers.

Be sure that the child knows how the assigned work in reading he is expected to do is to be done and how much of it he is to do. Then see that he goes to work on it with promptness and industry; and that he completes the task he has begun. The teacher should not require anything of an individual child that he cannot do. Praise the good reading of a child and let him demonstrate his skill to others.

Children should be held responsible for practicing what they have learned about the care of a book and how to use it effectively.

Continue to deepen the children's appreciation of the truth and beauty found in the stories and poems of their grade level by connecting these stories and poems with life situations.

Continue to deepen the child's appreciation of the truth and beauty found in his environment by encouraging him to observe the people, animals, and things about them and by supplementary class discussions about these observations.

BASIC MATERIALS

The basic materials for realizing the objectives in second and third grade reading are the adopted textbooks for these grades. (See list of basal and supplementary texts.) As much supplementary material as necessary should be carefully selected.

THE READING PROGRAM

The type of lessons in the second and third grade should include:

- a. Group lessons in work-type silent reading for the purpose of developing fundamental habits and skills.
- b. Independent work-type silent reading, checked carefully.

- c. Audience reading of prepared recreatory or informational material.
- d. Independent reading of recreatory material, checked through brief reports, and so forth.
- e. An appropriate amount of drill and exercises to establish habits and accuracy and independence in word-recognition, and a wide span of recognition.
- f. Frequent tests of progress, and diagnostic and remedial measures.
- g. Reading in connection with class activities.

TIME ALLOTMENT

It is suggested that six hundred minutes per week be given to reading instruction. This includes the many activities by which children are taught to read. Individual helping periods must be provided for within this allotted time.

CLASSIFICATION OF PUPILS

The class should be divided into at least three groups on the basis of needs. Three types of tests are recommended for this purpose:

- a. Tests of ability to comprehend or interpret what is read. (See Stanford Achievement Test in Reading, and Haggerty Test.)
- b. Measures of rate of silent reading. (Curtis, Starch.)
- c. Tests of rate and accuracy in oral reading. (Gray.)

Some schools have found it practicable to re-group (for the reading period) all the children of their second and third grades, according to special needs.

STUDY IN THE SECOND AND THIRD GRADES

- a. *Ability to comprehend.* In these grades, it is still necessary to give attention to the comprehension of words, phrases, and sentences. Comprehension is developed by:
 1. Giving the child a definite purpose which compels concentration on meaning.
 2. Questions and exercises which entail search for meaning. (Any of the checks mentioned below are also practice exercises.)
 3. Checking constantly on comprehension by means of informal tests of the following types: yes-no, multiple choice, matching sentences, completing riddles, drawing, picture pointing, following directions.
 4. Encouraging child to get meaning of new words through context.
- b. *Ability to select and classify ideas.*
 1. Ask questions or give directions which oblige children to organize, select and classify ideas; e. g., "Find three sentences that tell you the cave-boys had a good time." "What kinds of food did Surefoot like to eat?" "What two important things did Surefoot have to think of when he chose his home?"
 2. Require children to report very briefly on topics; e. g., "Tell us about Surefoot's home." "Tell one way the cave men built a fire."
 3. Ask children to illustrate the part of the story which shows...
- c. *Ability to select main ideas.*
 1. Ask for title for a paragraph or story.
 2. Ask children to find the "key word" (third grade).
 3. Ask class to divide the selection into parts for reporting to class.
 4. Ask children to make a series of illustrations bringing out the most important ideas.

- d. *Ability to use ideas in solving a simple problem*, as "In what ways were the cave-dwellers different from the tree-dwellers?" or "Why does a dog need a collar?"
- e. *Ability to use facts presented as a basis for reasoning or for making inferences*—i. e., ability to answer a question whose answer is implied but not stated in the material read: "What was the safest way Surefoot played?" "What was the most dangerous way he played?"
 1. Such questions as the above should be asked frequently in connection with the reading lesson.
 2. Informal tests of the types mentioned above may be adapted for testing this ability.
- f. *Ability to follow directions*—Give directions for games, play, dramatizations, pantomime, drawing, etc.
- g. *Ability to organize a sequence of events.*
 1. Give practice in dramatizing stories and events.
 2. Give practice in reproducing stories.

VOCABULARY

In the second grade, the following means of building vocabulary must still be employed: (a) careful presentation of difficult new sight-words; (b) repetition of vocabulary for retention; (c) giving the child the means for working out words independently.

a. *Initial presentation of new sight-words*: All words should be introduced in context. In teaching "The rudder" the teacher might say, "Who knows something that helps steer the plane?" and put on the board the children's response—"The rudder helps steer the plane." A child may then be asked to "frame" or underline the part that says "the rudder." Attention to the form of a word, in addition to its meaning, helps to fix the form; e. g., in teaching "worn" we might write on the board, "Rubbers are . . . on rainy days," and ask the children to supply the right word. Then the teacher might ask, "Does 'worn' look like any word we have had before?" When "torn" is suggested, the teacher should list the words together and have children point out their similarity and difference.

b. *Retention of vocabulary learned*: Well-organized reading materials should provide for enough properly distributed repetitions of vocabulary to fix the connections between word-symbol and meaning. In case the materials are not so organized, or in case certain children need more repetition for fixing the learning, teachers may use supplementary materials in the form of charts, mimeographed material, short-exposure (flash) cards, and seat-work reading games. The reading material itself may be used for word-finding and phrase-finding games. Whenever possible, supplementary exercises in vocabulary should be in context form; e. g.,

A dog should have a—strong leather collar.

He should have a—muzzle.

If your dog is lost, go to the pound to see—whether—he is there.

We ask the child to find the phrase that tells what a dog should wear around his neck, and what he should wear on his jaws in hot weather, and so forth.

Word-games with emphasis on meaning may be used with discretion. Asking children to give synonyms or antonyms; or the use of words, in sentences, helps to fix their meaning (see "synonyms" and "antonyms")

below). The types of tests discussed above (true-false, completion, and so forth) may be used to test understanding of vocabulary; e. g.,

"The . . . helps to steer an aeroplane."

"The . . . were so heavy that Lindbergh could hardly see."

c. *Recognition of new sight words*: There are three methods a child may use to work out words independently. He should be taught all three, as indicated in the outline for the first grade. See page 60.

d. *Third grade vocabulary training*: Beyond the first and second grades, vocabulary building is chiefly a matter of teaching new terms—that is, new games for old objects and ideas—as well as names for new ideas. For example, the child learns that "honest" may be expressed by "honorable," "upright," or "trustworthy." We may learn a name for a new object—the "propeller" of an aeroplane. Ways of presenting and fixing these words include the following:

1. Having the child try to understand meaning through context.
2. Explanation in place of formal definition.
3. Classification.
4. The use of synonyms.
5. The use of antonyms.
6. Having child use words in a sentence.

Perhaps the less familiar methods need explanation. Classification of words focuses attention upon, and fixes memory of, their meaning.

Example 1. We might take a number of new words from a lesson on Lindbergh's flight, and ask the children to place in one column all of the words that have anything to do with an aeroplane, such as rudder, propeller, plane, and so forth; in another column all those words relating to weather conditions, such as mist, fog, clouds.

Example 2. In a lesson on various kinds of bread eaten in different countries we may ask the child to "write under these headings, the kinds of bread you would expect to find in each of the countries: Sweden, Norway, Scotland."

Use of synonyms: We may give a child a word and ask him for another word which has the same meaning. We may place on the board a list of four or five words with their synonyms not in order, and ask the child to pick out and place together the words which mean the same, e. g.,

finally	grumbled	resented	hard	complained
declared	difficult	was angry at	at last	said

Antonyms: Asking children to give the opposites of words helps to fix their meaning; e. g.,

arrive	honorable	small	depart
mistrust	spacious	believe in	deceitful

Use of words in sentences: An interesting exercise is to require children to show their understanding of word meaning by answering questions on the content of a story read: That is, after reading a story about the value of safety matches, the following questions may be asked:

"How are matches lighted . . . accidentally?"

"What is a fire . . . extinguisher?"

"How could matches cause a . . . disaster?"

ORAL READING IN THE SECOND AND THIRD GRADES

Practice is necessary if the purposes in oral reading are to be realized, but practice should be motivated highly. The pupil should know the purposes the teacher has in mind, and in addition to these have his own personal motives.

Some of the *general purposes in oral reading* in the second and third grades may be summed up under these major heads:

Group reading

- a. To share and enjoy a reading selection as a group.
- b. To enjoy a poem as a group.
- c. To gain information as a group.

Audience reading

- a. To read to give pleasure to an audience.
- b. To read to give information to an audience.

Practice in oral reading for improvement

There is much over-lapping in these purposes. Each of them may include to an extent the others. Any one or all of them may appear in one day's reading lesson.

DISCUSSION OF SOME GENERAL PURPOSES OF READING

GROUP READING:

a. *To share and enjoy a selection as a group* is certainly one purpose the teacher can make frequent use of. The group may read a selection to enjoy together and share a story element, a humorous situation, the imagery in a passage, and the rime or rhythm of a poem.

Here is one way a lesson might be planned for a group to enjoy together a humorous story:

The story used in "The Pan of Custard," page 187, "Trips to Take."

The teacher's purposes in this story might be:

1. To further the child's experience in enjoying and appreciating a funny story.
2. To further the child's desire to share a story with a group, thus furthering his social adaptation.
3. To increase his love for reading.
4. To improve his reading skills.

The pupil's purpose: To enjoy a humorous story.

Motivation:

"The Pan of Custard" is the second story about Waddle. The child will wish to continue reading about the little duck. Or the pictures may stimulate a desire to read. (There is one of a little yellow duck in a mud puddle; another of the same little duck in a pan of custard.) Or the stimulus may be created by the teacher. She might do this by planning the story to be read on a rainy day and reciting the poem, "Who Likes the Rain?"

Procedure:

After motives have been established for reading the story, the teacher should anticipate the meaning and vocabulary difficulties. *Chief, fountain, custard, comfortable*, are words that probably should be talked about until the child has established meanings for them. Then the printed symbol for them should be presented to him in context.

After the difficulties have been cleared up, the child should be allowed to read the whole story silently. To aid him in organizing the story, and simplifying his problem of comprehension, the teacher might place on the board the main parts of the story, which tell about

Waddle and the mud puddle.

Waddle's walk.

Waddle and the custard.

Before silent reading, the standards of silent reading should be emphasized; that is, the teacher should remind the pupil to (1) use his eyes rather than his lips; (2) make his eyes run smoothly across the lines, and (3) take in large eye-fulls. It might also be well to remind him of the different modes of attacking the new words; such as to (1) look at the whole word and try to see what it is, (2) see if any part of the word is an old friend, (3) use initial sound plus context, (4) skip over the word, and try to think what it means by reading the remainder of the line, and (5) ask for help.

After the silent reading, the child is ready to read orally and enjoy the story with others.

b. *To enjoy a poem as a group* is a worthwhile purpose in oral reading, because the child enjoys the music of rimes and the nonsense of jingles. Poetry, if presented in the right manner not only adds to his reading pleasure—it contributes toward the development of good taste in literature. Some of it is written to add to his fanciful imagination; some to add to his appreciation of the world about him and the people with whom he comes in contact. The child should be given an opportunity to enjoy both types of poetry.

Since poetry has a rightful place in a reading program, a lesson in poetry for the group to enjoy together should be planned occasionally. The lesson should be arranged and executed with care. Some of the criteria found helpful in preparing a lesson in poetry are:

1. Create a receptive mood by providing the background.
2. Read the poem without pause or comment.
3. Discuss word meanings and allusions just enough to heighten interest.
4. Encourage the pupil to select parts liked best, to memorize desirable parts, to read selections aloud to class or group.
5. Encourage pupil to bring other selections which appeal to him.
6. Encourage creative effort through use of patterns.
7. Encourage wide reading suited to his reading level.

A poem for the group to enjoy as a reading lesson may be planned profitable as the basis for an appreciation lesson. When this is done, the criteria for a lesson in poetry should be combined with those for an appreciation lesson. Worth while steps in the teaching of poetry have already been given. Questions to help in the evaluation of an appreciation lesson are suggested by Mossman:

1. Is the child coming in contact with the beautiful under conditions that are so satisfying that he wants more?
2. Is the child learning through association with those who like the beautiful?
3. Are the details, used by the artist to give embodiment to his ideas, meaningful to the child?
4. Is the child learning technique as a means rather than an end?
5. Is provision made for some creative work?

A plan that might suggest one way of presenting an appreciation lesson in poetry is here outlined:

The poem used is "My Policeman," from *Trips to Take*, page 114. The same poem is also in *The Open Door*, page 109.

Motivation:

Probably no grown-up friend the child has is of more natural interest to him than the policeman. The uniform with its bright buttons, the ease with which the policeman directs traffic, his authority under all circumstances—in the child's mind—all appeal to his sense of wonder and awe, even his curiosity. Hence the pictures, showing the theme of the poem, will provide a motive for reading. The name of the poem—"My Policeman"—with a few well-chosen questions from the teacher should further provide the child with sufficient motive to read the poem. If the teacher suggests that this is a good poem to use in a safety program for assembly, still more interest will be aroused.

The child's purposes in reading the poem then, will be:

1. To learn more about a grown-up friend.
2. To enjoy the rime of an interesting poem.
3. To read the poem to see if he thinks it will be suitable for a school program. Added to these purposes, the teacher's objectives will be to develop a desirable attitude toward a helpful friend, to stimulate enjoyment of the rime and rhythm of a poem, and to increase power in oral reading.

Procedure:

Earlier in the day the difficult words should be presented to the child. *Silver*, *buttons*, *taxis*, *though*, *square*, and *errand* may need special attention. The meaning of *square* and *errand* may have to be explained. (See manuals for procedures in teaching these words.)

When the group has assembled about the table to read the poem, the child should be allowed to discuss freely how the policeman has helped him at various times, to tell about some policeman that he sees regularly and feels that he knows well, to list many ways in which a policeman can be a friend to a child or grown-up person, and to talk of ways the child may help the policeman—by watching the signals, being obedient, and so forth.

The teacher should then read the entire poem to the child, putting as much expression in her voice and manner as possible. After this reading, the separate stanzas may be read and discussed individually. Each presents a word picture and with a little guidance the child will see this. The first stanza tells of the policeman at his post, "always standing there," and of his fine appearance in uniform with shining silver buttons. The second presents a word picture of carts and taxis doing just what he says—even the noisy little errand boy passing him with no noise. The third one tells of a little boy's feeling of friendliness toward him, even if he is "so very small" compared to the policeman.

The child may be asked to read the lines he likes best, and to tell why he likes them; to find the riming words and to list them; to find lines which mean the same as:

1. The little boys pass him quietly.
2. The traffic does as he says.
3. I am not afraid of him; to repeat any of the poem that he remembers; to choose a good reader to read the whole poem; and

to close his eyes and see the pictures of "My Policeman" as another child reads aloud.

Some related activities that might deepen the child's appreciation for his friend, the policeman, and at the same time give him opportunities to express this appreciation in creative effort, are: to plan safety games to play in the school and suggestions, to make booklets illustrating safety rules (the booklet might be called "My Policeman"). The best booklet might be selected for a gift to the policeman nearest the school.

An oral lesson for the group to gain and share information is at times profitable. (See Reading Manuals for an illustrative lesson.)

AUDIENCE READING:

Oral reading to give pleasure to an audience is a purpose for oral reading that appeals to the primary child. Because of his liking an audience for his reading, the teacher should give him many opportunities to read to an audience.

A typical oral reading lesson planned for an audience may include, besides a definite motive for reading, assignment of the parts; silent preparation, with the teacher's aid when needed; oral reading, if necessary, also with the teacher's aid; a rehearsal; and then reading to the audience.

The lesson here outlined is one way a lesson for giving pleasure to an audience may be planned.

The story to be used is "The House With a Star Inside," *The Open Door*, page 76.

Motivation:

This story, a story about a little girl and an interesting riddle, follows a page of several simple Mother Goose riddles. If the child has become interested in riddles by studying these, by guessing the answers, and by asking members of the class riddles of his own, he may suggest reading or dramatizing this story for another group, possibly another second grade.

Procedure:

After the audience has been decided upon, the child should decide just how the selection or story is to be presented—in pantomime or dramatization, if one child is to read all the story or different children take different parts, if the whole story is to be used or the speaking parts only.

This particular story is a good one for only the speaking parts to be used. The teacher may suggest this, or the child himself. The speaking parts are: a little girl, Anne, her mother, a carpenter, a postman, a farmer. The class should be allowed to choose the children to take the parts of the different characters. After the choices have been made, the characters study the whole story silently, and are told to pay particular attention to their own parts. The other members of the class may be interested in studying the story if the teacher suggests that they do so in order to be able to offer suggestions when the characters rehearse.

The teacher should give help when it is asked for. The child may not know a certain word, he may not know the meaning of a section; he may ask to be allowed to read his part orally in order to get the intended ex-

pression in his reading before the rehearsal. In any case the teacher should give her aid willingly.

After a thorough preparation by the individual characters, a rehearsal before the group for their suggestions should follow. The standards for audience reading should be called attention to, and during the rehearsal, any member of the class should be allowed to make suggestions that he thinks should improve the reading.

Several rehearsals may be necessary before the story can be read to another group.

A lesson planned to give information to an audience should probably follow somewhat the foregoing outline. "Stop, Look, Listen," a selection in *Trips to Take*, page 112, teaching some of the safety facts a child should know, is a good selection to use in giving information to others.

Motivation:

Since safety is of concern to the whole school, this selection might be given in an assembly program.

Procedure:

There are six short paragraphs in "Stop, Look, Listen," and the group may choose six good readers to prepare and read the selection. Then should follow silent and oral reading for practice, and then the rehearsal until the child meets the oral reading standards to his own satisfaction. Interest in the reading for assembly might be further stimulated by the child's making posters to illustrate the six safety rules.

Oral reading for practice:

The three main purposes for which practice reading is needed include silent reading and oral reading. These purposes are:

1. To develop power as a reader,
2. To make desirable habits permanent.
3. To eliminate or correct undesirable habits.

Some oral reading for practice in the fundamental reading habits and skills is necessary in the second and third grades. For the pupil with pronounced deficiencies in oral reading, some time each day should be devoted to improving his weaknesses. Occasionally tests should be given each member of a class to determine the accomplishments and needs in accurate recognition, in span of recognition, and in the grasp of meaning. Then drill in reading situations planned definitely to improve the reading in connection with the material used in the reading period. Material to be read at sight, and material related to other reading activities, should be used when special drill and practice is given for eliminating the difficulties.

The deficiencies in oral reading that are typical of those occurring in the second and third grades and need special practice in correcting are:

Non-recognition of words.

Insertion of words.

Omission of words.

Repetition of words.

Improper phrasing.

Reading word by word—short span of recognition.

Lack of expression.

Calling words without getting meaning.

Practice in the accurate recognition of words is an important part of drill work in reading. The time devoted to it should be determined by the child's needs.

Insertion of words, if they do not change the meaning of the passage, should not be of great concern to the teacher. The child is probably getting the story in "large eye-fulls" with little attention to individual words. To have him re-read a passage because he adds relevant words may have an undesirable effect—cause him to pay too much attention to each word.

The same is true of omission of words. Omitting unimportant words is not serious; but if the meaning of the sentence is changed, the child is probably not getting the meaning. He should then be given practice in accurate reading—that is, be held responsible for meaning—and in careful word analysis.

Repetition of words is a result of short span of recognition and attention most probably. It may be caused by the child's lack of assurance in recognizing the words. He should be given much opportunity to express thoughts in oral conversation. Dramatization with particular attention to expression should help.

Practice in proper phrasing might be given by the teacher's using the phrases that occur in the child's reading in her own conversation, by arranging them in other reading situations, by insisting on the child's reading as if he were talking, by helping the child express his own thoughts, and by supplying words when he is indefinite or hazy in expressing them.

Reading in thought-units rather than word by word is a phase of the reading act that needs a great deal of practice. Material in which the child is interested, and which is easy enough for the individual words not to give difficulty, should be used for this practice.

Lack of expression may be due to an indifferent attitude; or it may result from the child's failure to get the thought. Practice in conversation about things in which the child is interested may help him add expression to his reading. Dramatization may aid. Emphasis first on thought and then on expressing the thought in a meaningful manner is probably the most natural way of developing expression that will carry over to the reading situation when the similarity is called to the attention of the child.

Practice to improve the quality of oral reading should be planned with the utmost care. If drill is given aimlessly without securing the child's interest or coöperation, he will profit by it very little. In general, these suggestions should be observed in all practice work with reading: (1) enlist the child's conscious efforts to improve, (2) bring about situations that make it possible for the child to experience success, (3) prepare for practice in natural reading situations, as nearly as possible, (4) see that further needs arise for the use of the particular skill practiced upon, (5) distribute properly the time given to practice, (6) show improvement by tangible means, and (7) if flash-card drills are used, correct ways of using them should be observed.

SILENT READING IN THE SECOND AND THIRD GRADES

While oral reading may have the vantage point in primary reading, silent reading, too, is useful. Some of the reasons for giving the silent reading lesson a place in the reading program of a second and a third grade are these:

Silent reading is important from the standpoint of economy of the reader's time. Oral reading limits the rate of reading. The number of words that the reader is able to recognize and speak determines largely his rate of oral reading.

Silent reading is not limited to this manner; the unit of recognition in silent reading may be a phrase or even a short sentence. The rate of effective oral reading soon reaches its maturity from its very nature; the rate of silent reading is limited only by the physical make-up of the eye and the mental capacity of the reader. Rate of reading different types of material orally remains about constant; rate of reading different kinds of material silently varies greatly. Regardless of the purpose for oral reading, its rate is relatively the same; the purpose in silent reading is a large factor in determining its speed.

Silent reading is important because it is the type of reading that the adult engages in largely. This is a further reason the primary grades should introduce the child to silent reading activities, and give him practice in acquiring habits and skills that make for efficient silent reading.

"By the time the pupil reaches the third grade, his ability to pronounce words oftentimes exceeds his ability to interpret meanings." Cultivation of habits of intelligent interpretation is the remedy. Since silent reading is more conducive to thought-getting than is oral reading, silent reading is probably better adapted to teaching the child to interpret what he reads than oral reading.

Intelligent silent reading is "an indispensable means of extending experience and of stimulating the thinking powers of boys and girls." Adequate silent reading ability does not develop incidentally. It is a matter of specific and systematic instruction. If oral reading is engaged in to the exclusion of silent reading, it is reasonable to suppose that the fundamental reading habits will become fixed at the rate and the quality required in oral reading, and the actual possibilities of developing effective silent reading habits will remain unsuspected by the individual.

Since silent reading habits and skills should be developed, the early elementary grades should begin to work for their adequate formation and use. This is more important than ever when it is realized that the fundamental reading habits, which are essential to effective reading, are fixed relatively by the time the average individual progresses beyond the primary grades.

a. GOALS TO BE ACHIEVED

Some of the pertinent conclusions regarding the teaching of silent reading, which are basic to the statement of the goals, are these:

1. That intelligent interpretation is even more important in effective reading than the development of the mechanics of reading.
2. That the fundamental reading habits—accurate recognition, rapid recognition, wide span of recognition, rhythmical eye progress along the lines, and accurate return sweeps—should be developed to the point that they function so mechanically that the child can devote all his energy toward interpreting what he is reading.
3. That training for comprehension and training for mastery of the mechanics should be for the development of a unified project—"reading adaptation."
4. That speed should not be encouraged to the point that interpretation is hindered.

5. That speed is relative, rate depending upon the type of material read and the purpose for reading.
6. That the work will be more productive if the child has the attitude that reading is a fundamental activity leading to desirable interests, tastes, and habits; that books are a treasure house, that reading has various purposes, the main purposes being for information and pleasure.

The goals, then, generally speaking, to work for in silent reading are:

1. To develop in the child an attitude toward reading that reading answers a need, that it opens up unlimited treasures, that it may be done for various purposes—that one may lose one's self in an imaginary fairy land, or one may learn how to care for pets, one may learn how boys and girls in other lands live—an attitude of dependence upon reading for certain pleasures and information.
2. To give him a mastery of mechanics suited to the second grade level of capacity, a mastery of mechanics regarding eye-movement habits, and the proper reactions to word forms.
3. Intelligent interpretation of reading material, regardless of the type of material, or the purpose for which it is read.

b. ATTAINING THE GOALS

The attitudes, habits, and skills to be attained in silent reading will not develop incidentally. The teacher must plan specifically for their acquisition, and give adequate opportunity for their practice.

Regarding the development of these attitudes, habits, and skills, it is probably safe to say that they should seldom be worked for in isolation. Reading efficiency depends upon all of them, and training that develops them as a unit is the most promising in results. This does not mean that lessons planned for the development of special phases should not be given, but it does imply that practice for the skills should be meaningful to the child in terms of the total reading process.

Developing the proper attitude toward books and reading can be attained only through using books successfully. If interest is conditioned by success, then the child should learn to have the desired attitude toward books through the proper use of them. If they fill a real need, if they answer questions he wishes to know, the child will come to have a feeling of friendliness toward reading.

It would scarcely be possible to train a child to know and to appreciate the worth of books without developing his abilities to get thought from the printed page—and to get thought he must have the tools for reading. Consequently, an attitude of appreciation for reading materials must be developed along with the mechanics of reading and the abilities to interpret.

Some of the methods a teacher might employ to help create the proper attitude toward reading are:

Incidental reference to certain books or stories.

Planning projects that involve certain information that can be obtained from books.

Having reading material easily accessible and encouraging the child to read at will.

Giving practice in the different kinds of reading the child needs; such as skimming, reading for the main idea, reading for specific information, and reading for fun.

Mechanics of reading, here referring to the eye-movement habits and word control, should be developed in situations as nearly like the natural reading situations as possible. Furnishing an abundance of easy and

interesting supplementary books is an intrinsic means of aiding the development. Material to which the child gives undivided attention is the sort best adapted to the formation of rhythmical eye-movements.

In general, it might be said that the best conditions for the formation of proper eye-movements are present, if,

The child is reading silently.

The child is reading material simple in context and in vocabulary.

The child is interested in the story.

The child is not in an apprehensive attitude or reading for ulterior motives.

Provision for practice in silent reading may be given by:

- a. Directing the child's attention to interesting reading.
- b. Arousing a desire to read by telling a part of a story.
- c. Providing a library table in the room.
- d. Encouraging the reading in order to solve some class problem.
- e. Encouraging the child to read for pleasure.
- f. Keeping a written list of books read.

While natural situations are recommended as best for the development of the mechanics of reading, occasionally special drill will be necessary for improving such phases of reading, as rate in reading and word recognition.

When a child's general rate of reading is slow, it may prove of worth to the teacher to know how the speed of his reading compares with the normal. For this reason, Table I is given to show the rates for silent reading.

TABLE I—Showing Rates for Silent Reading

School Grade	I	II	III
Average Number of Words per Minute	50	90	138

It is quite easy to test the child for rate of reading, and the knowledge that the teacher gains from it is certainly worth the time.

The following suggestions may be helpful in increasing speed:

- a. Using flash-cards.
- b. Limiting the amount of time allowed for reading particular selections.
- c. Using individual and class speed charts to show improvements.
- d. Drilling on phrases and short sentences in order to increase the span of recognition.
- e. Re-reading material for the expressed purpose of increasing the rate.
- f. Skimming rapidly.

If exercises of this sort fail to increase the child's rate of reading, the teacher should get some definite information as to his eye-movement habits. Observing the eye movements closely will give to the teacher valuable information of this nature. When the observation reveals the particular eye-movement habits that are faulty, the teacher should plan specifically for their correction.

The span of recognition, measured inversely by the number of fixations per line, may be increased by (a) giving the child very easy and interesting material to read under time pressure; (b) helping him see word groupings, and read in word groups and phrases; increasing gradually the amount of material on flash-cards, and not increasing the exposure time.

The length of the fixation pause may be decreased by exposing more and more rapidly the drill cards; limiting the reading time, and giving much easy material to the child to read.

The number of regressive movements may be decreased by: (a) the rapid flash of long-short exposure cards; (b) the use of material so well known that regressive movements are not necessary; and (c) the development of independence in word recognition.

Ordinarily when the child comes to the second grade his eyes will have been trained to make the *return sweeps* from the end of one line to the right spot to begin the next. If he needs special training in this, chart and blackboard work are considered good, the teacher making the sweeps with the pointer to accustom the child's eyes to sweep rhythmically. Also it may help to give him typed or printed material with a wide space—one inch—between the lines, and instruct him to let his eyes move quickly along each line and swing from the end to the beginning of the next without stopping to look at any of the words.

Decreasing vocalization may help the child improve his rate of reading. Let him know that lip reading limits his speed of reading, and gain his coöperation in eliminating it.

Failure to recognize words may account for slow rate of reading. If the child does not know the printed symbols, his eyes cannot move with the desired rhythm and speed across the lines. He should be given systematic training in recognizing words—both those he has met before and should remember, and those that are new to him.

Some of the books on the adopted list that are especially suited to training for speed in reading—that is, books that are easy as to material, and do not stress the thought element in reading—are: *In Animal Land*, *Pet Pony*, *Story Folk*, *Topsy Turvy Tales*.

Intelligent interpretation is a phase of reading that should be given attention from the first day of school. The development of mechanics is necessary, but only so far as it aids the child to get thought from the page. While the mechanical side of reading is an important foundation for intelligent interpretation, it is never the end to be sought for its own sake. *Thought-getting is the end.*

Since the ability of the child to pronounce words exceeds his ability to comprehend meanings by the time he reaches the third grade—then training for intelligent interpretation must be given along with training to pronounce words. Interpretation should be a natural outgrowth of various reading situations. Some of the situations useful in training the child to get thought from his reading are:

- a. Reading to find suitable parts of a story to read to others.
- b. Reading so as to draw the picture described.
- c. Reading directions for a game, an errand, construction work.
- d. Reading in order to dramatize.
- e. Organizing competitive reading clubs.
- f. Improving ability to concentrate under pressure of time control.
- g. Flashing cards for answers.
- h. Reading a paragraph to discover all of the different items mentioned.
- i. Reading for the main thought.
- j. Dividing a long story into several short stories, and giving subtitles.

Special techniques that seem to have been productive in training the child to interpret and might be used with second and third grades children are:

- a. Using silent-reading poster lessons based on experience.
- b. Directing and checking carefully individual seatwork.
- c. Emphasizing silent reading for meaning in every recitation.
- d. Devising silent reading games in matching cards, completing sentences, following directions.
- e. Giving motivated drill in—silent reading, involving practice exercises based on "Action Cards," "Language Response Cards," "Pretense Cards," and "One Word Response Cards."

Some of the books on the suggested supplementary list that seem to be suited for giving special training in intelligent interpretation are: *Red Feather*, *Baby Animals*, *New Stories*, *The Study Readers*.

c. TYPE LESSONS IN SILENT READING

Silent reading is carried on for various purposes, and the child should be trained in reading for different purposes. The different sorts of silent-reading lessons that might be profitable in the second and third grades are:

1. The lesson for enjoyment, based on
 - a. Fanciful material
 - b. Informational-narrative material
2. The work-type lesson
 - a. To gain exact information
 - b. For practice in careful silent reading

These types of lessons might be broken up into a number of further types. Also, there is overlapping—for instance, the reader's attitude determines largely the amount of pleasure his reading affords—regardless of the type of material he is reading. A child will some times get as much real enjoyment from work-type reading as from fanciful. Reading for exact information, when that information is of interest to the child, will afford pleasure. But the child should be taught that different types of reading require different rates of speed and different degrees of concentration; and he should be given practice in acquiring the different methods of effective silent reading.

The Lesson for Enjoyment

1. In the second and third grades much of the silent reading material should be of the story type. Material that can be read easily, without an attitude of evaluation or critical interpretation, tends to develop rhythmical eye movements that is impossible with reading which stresses the thought-element. The following outline for a lesson of this kind may help the teacher in planning the silent reading lesson where enjoyment of a fanciful story is the paramount purpose.

The story used is "A Brave Little Mother," *The Open Door*, page 66.

Purpose:

The teacher's purpose is to train for correct silent reading habits with material that is for enjoyment; that is, she wishes to train for getting the main ideas and meaning from the selection, and to encourage free expression of the thoughts that the reading stimulates.

Procedure:

The difficult words in the story should be introduced earlier in the day, but in a manner that leaves the content of the story new for the actual reading. The words that should be taught are *thief*, *whom*, *listened*. The meaning of *swish*, *timid*, *brave* may need some emphasis.

The child is interested usually in rabbit stories, and when the teacher tells him that this story is about a baby rabbit named *Raggylug* and that it is a story that is new to him, he will probably wish to read it at once. He should be encouraged to read the story through from beginning to end without stopping. After the reading, the child should be allowed to talk freely of the story just read—without any analytical discussion by the teacher—as long as he shows constructive thinking and makes spontaneous comments.

2. There is no valid reason why fanciful stories should be in the child's reading material to the point of excluding informational selections. Stories involving information of the world about, are coming to have a place in the reading. And rightfully so; for material concerning matters which the child meets daily—the milkman, the postman, the policeman—is useful in acquainting him with his surroundings, and has an appeal that does not have to be stimulated artificially. Too, material of the informational type is usually as easy for the child to read as fanciful material; for the vocabulary is apt to include, for the most part, words that the child is familiar with in his experience. If a word has personal-experience meaning for a child, it will be easier for him to connect the written symbol with the meaning than it will be if the experience is lacking. It may be concluded then that informational reading of the narrative type may be used without impeding the formation of correct eye habits.

A lesson planned to illustrate the silent reading lesson based on an informational-narrative story is given here:

The story used is "At the Seashore," *Trips to Take*, page 23.

Purposes:

- a. To help create a sense of the thought divisions in a story. (The selection is divided into parts with subtitles, which helps the child organize units of thought.)
- b. To widen the child's vicarious experience.
- c. To encourage reading of material that is informational.
- d. To train for thought-getting with a story that is to be read for enjoyment and information at the same time.

Procedure: The child may be asked to tell the class where he spent his vacation, what he did and what he saw. If some child has been to the seashore and tells the group about it, an adequate interest for reading the story will be aroused. Interest may be stimulated further by pictures, shells, and seaweed.

Time should be allowed for reading the whole story, and afterwards for discussing freely the thoughts stimulated by the reading.

3. A lesson planned to illustrate the recreatory type of reading for the third grade. The story used is "The Picnic Basket" from *The Treasure Box*, page 168.

Purposes: To increase the love of reading a humorous selection and the desire to share it with others; to further develop the ability to organize thought.

Procedure:

Preparation. In an informal conversation, the children may talk about the good times they have had at picnics, the fun they had going to the picnic, amusing things that happened at the picnic, the lunch, etc.

From the title of the story and the picture on page 169, they conclude naturally that it must be the picnic basket into which the little boy is peeping. The teacher should tell them this little boy's name. The children will enjoy saying this funny name. The teacher and children will use the name Andrewshek as they discuss the picture further.

The pupils will doubtless wonder whose big umbrella is on the table. This is the time to introduce the name of Auntie Katushka and familiarize the children with it. The class concludes that these two, Andrewshek and Auntie Katushka are going to a picnic.

Motivation: To find out what happens at the picnic will perhaps be the motivating thought in the children's minds and may be expressed by them or stated by the teacher. If the class is advanced sufficiently, the entire story may first be read silently without any additional motivation for each section. There is usually a group in every class that cannot read a long story in the time given and who need more help. The slower group should read the story in sections. The headings of each part suggest the main interest in that section. The following queries may arise as the various sections are approached:

Part I—How did Andrewshek and Auntie Katushka get ready to go to the picnic?

Part II—How did it happen that the picnic basket floated away?

Part III—How was the basket saved?

Reading: Silent reading in a between class period, oral reading in class.

Children's responses: After the silent preparation the class may be divided into three groups. Each group may read orally one part of the story. The pupils find the parts of the story that the pictures on pages 169 and 174 best illustrate.

Outcomes:

Appreciation of a happy story.

Improvement in oral reading.

Extensive reading encouraged.

Related activities: The pupils plan a dramatization and play the story for the second-grade children or prepare to entertain their mothers with the dramatization at school. The suggestions following the story will be helpful to the class in planning their play. The teacher should help the children associate the story with the author by showing the class a copy of "Poppy Seed Cakes" by Margery Clark, and encouraging them to read other stories in this book.

Vocabulary development:

Vocabulary work, especially through reading and discussion, should continue to receive careful attention in the second and third grades.

See Second and Third Grade Manual for the Story and Study Readers for the following:

1. How to teach the meaning of vocabulary, pp. 12-13.
2. How to teach recognition of words, pp. 12-16.
3. Vocabulary Tests, for the Second Reader, pp. 16-20; for the Third Reader, pp. 23-27.

The Work-Type Lesson

While by far the majority of the silent reading in the second and third grades should be of the narrative type, occasionally a lesson should be designed to give the child practice in reading selections for exact infor-

mation. This can be justified on the grounds that correct study habits involve reading of this sort, and practice is necessary to acquire the right habits. Also as an adult the child will need to know how to read for detailed and exact information. With wise planning the teacher can bring about situations that will induce the child to read material of this sort to meet a special need that he feels.

The *lesson plan* here given shows a possible way of proceeding with a lesson where the object is to give practice in reading a selection for exact information.

The story used is "An Indian Wigwam," *Trips to Take*, page 75.

Purpose:

To develop the ability to read carefully for exact information.

To train the child to verify conclusions by re-reading.

To train the child to reproduce the facts he has gained, orally and through hand-work.

Procedure: Indian life is always interesting to the second grade child. He plays Indians, he builds wigwams, and he makes tomahawks of his own accord. Consequently, at the first suggestion of an Indian project—possibly a sand table scene, building a wigwam in a corner of the room, or planning a dramatization of an Indian story—he will be enthusiastic. And he will be willing to read intensively or extensively to aid in carrying out his project.

Careful silent reading should follow, and then a discussion of the facts learned. When any differences arise as to the facts read, or the particular meaning of a sentence, the teacher should ask the child to re-read to check his idea. Later when the wigwam is being built according to the information learned, the child should be encouraged to check his procedure carefully by the directions.

GENERAL LESSON PROCEDURE IN SECOND AND THIRD GRADES

A good general plan to follow in conducting reading lessons is as follows:

Introduction

- a. Connect story with child's experience by picture, object, anecdote, or conversation.
- b. Get children to assemble some of their ideas on the topic by questions and discussion.
- c. Give children a main purpose for reading the material.

Vocabulary: Develop in context a few words and phrases that are likely to be difficult and present them on blackboard. Take care not to "give away" content or plot of story.

Silent and possibly a little oral reading by class, directed by questions.

- a. Procedure—Ask questions which require children to read a sentence, paragraph or longer unit.
- b. Types of questions to ask—
 1. Questions which call for the finding of one, two, or three facts that are stated in the text.
 2. Questions which call for using the facts to infer something which is not stated in the text, as: "Which was the 'safest' way the children played?" (The book does not tell which was the safest way; the children have to read the facts and judge in the light of experience which was the safest way.)

3. Questions which call for comparison: "In what way was the barn swallow's home safer than the meadow-lark's?"
4. Questions which call for selecting the main idea: "What would be a good title for this paragraph?"
5. Oral reading, if necessary; e. g., "Read the part that proves . . ."

Additional check-up on the material for several particular kinds of comprehension, such as (a) ability to follow directions, (b) ability to get meaning from simple facts, (c) ability to make inferences, (d) ability to select main idea, and (e) ability to select from a number of facts those pertinent to a question or statement. Any one of the five types of tests, or drawing, may be used.

Review of vocabulary for fixing word forms and meaning in context.

Leads to further activity:

- a. Further reading of stories, information, poems, in same field or related fields.
- b. Excursions, trips and visits.
- c. Home and classroom constructive activities.

FREE READING IN THE SECOND AND THIRD GRADES

The atmosphere of a school room has much to do with whether or not a child will like school. Usually if a child likes school he will learn; and conversely, if he learns, that is, is successful, he will like school. The schoolroom should be full of interesting things: "and much of the materials in the room should create a working atmosphere and some of them should be of such nature as to develop a need for a knowledge of reading." One means for leading the child to want to read is to have a "library" in the room.

"The classroom library promotes that absorption in the book which marks the development of a thoughtful reading attitude. With a few good books, an enthusiastic teacher will create a genuine literary atmosphere."

Many second and third grade pupils come from homes where the pleasure to be found in books is not known. To give him a place to read, a time to read, and a collection of attractive reading material may be means of opening up to him an interest that will make his entire life broader and happier. This reason alone would justify the library; and when one adds to it possible attainments in the reading abilities the library can help to realize, the resourceful teacher will, if necessary, improvise a classroom library.

Some of the habits and attitudes the teacher wishes the child to practice that the library may further, are:

- Use of index.
- Use of books as reference.
- Hygienic use of books.
- Turning pages properly.
- Use of marker instead of turning down corners of leaves or turning book on its face.
- Care in handling book so as not to tear the leaves.
- Having clean hands when reading a book.
- An attitude of friendliness toward books.
- A genuine love for reading.

The appreciation of good literature must be taught systematically. The child should be surrounded with all the good books he can use. The library corner, where good books bound attractively and illustrated are placed,

and where the child is free to go at certain times and read just as his fancy dictates, is one of the best aids to teaching appreciations.

a. *How a library corner can be arranged at a nominal expense.*

The equipment for the library corner need not be expensive. A table, chairs, bookcase and, of course, something to read are the minimum in physical equipment. Some second grade rooms have libraries planned and constructed almost entirely by the child himself—chairs made from orange crates painted, a crude bookcase of shelves put in a box but painted and curtained attractively; books and booklets, many of them made by the child (pieces of gingham or left-overs from shade-manufacturing plants make ideal booklet covers, and the children take a great deal of pleasure in finding pictures and writing stories about them). Besides the books the child has made himself, the teacher should place on the shelves and table as many books, of a very easy nature, as she can.

The reading corner can be made more attractive by allowing the little girls to bring sewing equipment to school and make cushions for the chairs, mats for the table, curtains for the bookcase, and even rag rugs for the library. If the room has this attractive place that the child has largely made and if free and recreational reading is encouraged by the teacher, the library can be of untold aid in creating a need for learning to read, and a love for reading that are essential if the child is to become an efficient reader.

b. *On what basis to choose books for free reading.*

"Children are themselves the final arbiters of what they read. They are the ones who decide what shall live and what shall not live. An adult may be satisfied if a book tells him something he wishes to know; a child is satisfied only if the book carries along with its message, a human interest and a decidedly imaginative quality . . ."

"There are certain elements in literature that children always desire. The first is action; the second is human interest; and the third is imaginative appeal . . . They prefer direct discourse to indirect. They like colorful descriptions, and names for everything."

For the six-and seven-year-old, the books he is to read himself should be short, highly colorful, profusely illustrated, and fanciful. The eight- and nine-year-old shows a decided interest in fairy tales. Also an interest in real life begins to develop, in child-life in other lands, and in stories of children in general. . . . Too, realistic animal and nature stories have appeal.

But it should be said that in spite of the general age likes and dislikes, no hard and fast rules can be laid down; for there is variation in children's interests. The classroom library should offer a wide range of good reading.

c. *The second grade library.*

The library in the second grade should contain not only material for the average second grade child; but also first grade material for the retarded; and third grade material for the advanced. Therefore, the suggested list is rather wide in interest appeal. It includes some material difficult for the average second grade child, and some very

easy, to meet all needs. As a general rule, however, the books should be rather easy. See suggested list of books for the second grade library on page 38 of the section given to Basal, Supplementary and Library Books. (The same principles stated here apply to the library for the third grade.)

SUPPLEMENTARY READING MATERIALS AND EQUIPMENT

The pupil needs to read in a variety of ways material that is suited to his reading level. He needs to read different types of materials. He needs to read for many purposes. If he reads only the textbook readers, his reading situations are limited. For these reasons, supplementary reading is an important part of a reading program.

Reading in the second and third grades should be of both types, work-type and recreatory, and in as many different situations as possible. The basal readers, the supplementary books, the library corner with its inducements toward wide reading, seatwork, bulletin boards, charts, and flash-cards, all are means of making the desirable reading habits automatic and permanent. Greatest care should be exercised so as to make all supplementary reading as nearly natural reading as is possible.

In using any device apart from the actual reading page, effort should be made to use the device in such a way that its practice will carry over to the ordinary reading situation.

a. *Reading from the supplementary books.*

The supplementary books on the present list for the second and third grades range from first-grade level through third-grade difficulty. They contain both recreational and work-type material—imaginary stories of fairies, children, animals, and toys; and true stories and selections planned to give the child correct information of the world about him. This makes it possible for the teacher to meet the varying reading abilities and interests of the child to a much greater extent than she could if she uses the basic texts primarily. Basal books are limited in capacity, since they must necessarily be eclectic in materials. The supplementary books offer further selections of the different types and should be used for wider reading along the lines that have proved to be of interest to the child.

For the purpose of reading supplementary books, the class may be divided into five or six separate groups. Primers, first readers, and second readers should be used, also story books—each reading book used by the group needing its particular type. These several groups, arranged for supplementary reading lessons, might occupy different parts of the room, and each group read during the same period. The individual group might be in charge of a strong member to act as leader, and the teacher might go from group to group to guide the recitation. At times, the groups should read orally to the leader; occasionally silently, guided by specific questions the teacher has placed on the board. At certain times, a supplementary lesson might be planned for the entire grade—sometimes an oral lesson, sometimes a silent lesson, depending on the exact purpose of the lesson. At other times, the child that has some special interest or need should be allowed to use the supplementary books for his voluntary reading.

b. *Independent reading activities.*

In the second and third grades, provision should be made for a large amount of voluntary reading. Each day's program should allow for a library hour—time in which the child is allowed to read almost at will. The teacher should guide and encourage the free reading, but should never dictate just what the child is to read during his free reading time. She can encourage the reading in a number of different ways—suggesting to the child where he can find selections along lines in which he is interested, and having the books easily at hand; by reading parts of desirable stories to stimulate sufficient interest for the child to read the remainder of the selection or book independently; having reports and discussions by the pupil of his outside reading; having individual conferences to aid the pupil in finding reading matter suited to his interests; forming reading clubs; and getting the child acquainted with the public library.

c. *Seat work based on reading situations.*

Seat work is one excellent way of meeting the child's individual needs. If planned wisely, materials should furnish a means of growth for the dull, bright, and average child, each at his own rate of development.

Seat work merely to keep the child quiet is never justifiable. It should be educative; it should relate vitally to the child's interests. It should make allowance for individuality in choice and treatment—that is, to be varied in kind and amount. Exercises that are used should be of increasing difficulty—beginning with very simple. It should present a problem to the child that he will work intently to solve. It should require very little copying or writing. If the work is not self-checking, the teacher should check it and present to the child the results.

1. Suggestions for seat work activities.

a. Answering *yes* and *no* questions. Example: Did the fox make a tar baby to catch the squirrel?

b. Answering *yes* and *no* questions involving judgment. Example: Do dogs have feathers?

c. Completion exercises. Example: After the child has read "The Old Woman and the Fox," *The Open Road*, he is asked to complete the sentence:

The old woman lived in the . . . One day she met a . . .

d. Multiple choice exercises. Example: If you had a dog, which would you do?

Beat him

Be kind to him

Hurt him

e. Choosing a word to make a sentence true. Example: A robin is a . . . —next, boat, boy, bird.

f. Matching phrases to make true sentences. Example:

1. Blue is

1. ate a little pig

2. A cherry is

2. a color

3. A bad wolf

3. good to eat

g. Finding a word that answers a question. Example: After the child has read "King Midas" he is asked to find in his book the word that tells

Whom Midas loved more than all else.

What he loved more than all else.

What he loved next best.

Where Midas and his daughter lived.

- h. Matching words of opposite meanings. Example: Words are placed on the board or on mimeographed sheets arranged in lines, and the child is directed to find in each line the word meaning the opposite of the first, such as:

1. black	blue	white	boy
2. yes	gift	day	no

- i. Matching words of like meanings. Example: The child is told to find in each line the word that means the same thing that the first one means.

1. happy	good	true	glad
2. ocean	waves	sea	beach

- j. Adding words of the same kind. Example:

1. blue	pink	green	_____
2. horn	blocks	tin soldier	_____

- k. Classifying words. Example: The child is given a list of words such as:

green meat pie girl farmer blue

He is told to classify them as:

toys colors food people

- l. Following directions for drawing, cutting, pasting, coloring. Example: After the child has read "The Live Christmas Tree," *The Open Door*, the following directions might be placed on the blackboard or on mimeographed sheets:

Draw a picture of the little fir tree as you think it looked in the first of the story.

Draw a picture of the children dancing around it.

Color one little girl's dress blue.

Color one little boy's suit brown.

Draw and cut out what the children were carrying when they came to the woods.

- m. Construction work with clay, blocks, or paper. Example: After reading "The Wise Snake," *Open Road to Reading*, the child is asked to model with his clay: Something that walked on the ground; something that flew in the air; something that swam in the water.

- n. Making booklets. When the child makes a booklet, it should be an outgrowth of his experience. He should be allowed originality in illustrating it. The illustrations may be made by drawing, painting, coloring, paper cutting, pictures cut out of magazines and pasted in. When possible, the reading matter in the booklets should be composed and written by the child himself.

Examples of subjects for booklets that are interesting to second and third grade children are: Thanksgiving, Christmas, Easter, Pets, Children of Different Lands, Mothers' Day, A Class Diary (to record and illustrate the interesting happenings of the group), A Poem Booklet (in which to place favorite poems, illustrated appropriately), A Word Booklet (a picture dictionary made by the child himself, independently, or with the teacher's aid. In the booklet, he places words alphabetically, or according to kind, such as toys, foods, people, action words. The child draws or finds and pastes in pictures to show the meanings of the words).

d. *Charts.*

A type of chart useful in the second and third grades is the large manila board on which is written or printed experiences the whole class has shared or even experiences of one or more individuals. Materials placed on this board may furnish the basis for a very live reading lesson—provided the story on the chart is an outgrowth of a real

experience the child has had. Excursions, pets, some happenings at home or in the classroom, may be the subject. After the lesson, the chart may be placed in some part of the room where the child can read again this story he has helped to write.

Besides a reading value in charts of this type, there is also a social use—the group planning together the record of an experience interesting to all, sharing the experience in written form, and possibly passing the charts on to be enjoyed by another grade.

The chart, too, may be a means of improving language habits. By helping to construct experience stories, the child may become conscious: (1) of the necessity of speaking to the point; (2) of introducing the story in a strong way; (3) of making each sentence meaningful; and (4) of closing the story in an interesting way.

See the manuals accompanying the readers for suggestions concerning the use of chart materials which may be purchased from the publishers.

e. *Bulletin boards.*

The bulletin board should be used to stimulate interest in unknown material as well as to add interest in the already known material. When possible, it is suggested that two bulletin boards be used in the second and third grade rooms. One for the purpose of bringing the child in contact with new material that will have an appeal for him; the other to be used for posting material that the child wishes to see on the board. The first may contain incidental reading matter that the teacher uses to attract the child's attention—an announcement as to the day's work or activities that are to be undertaken or are being engaged in, statements as to class attendance, assembly programs, and pictures with appropriate sentences relating to the schoolroom activities; the second to be used for posting the child's own work or material that he wishes other members of the class to share—poems he reads and likes, original poems, a sentence or two telling of a personal experience, a group composition about a group experience, cut out pictures brought from home, names of books and stories the child has enjoyed, specimens of good writing, seat work exercises well done.

The bulletin board may be made of cork board, framed. Less expensive boards might be constructed from beaverboard or plaster board covered with brown or green burlap. Even brown wrapping paper serves as an adequate covering. In size, the boards should be thirty-six inches by seventy-two inches.

f. *Flash-cards.*

The teacher should see that her drills with flash-cards are not a waste of time or positively harmful. Certain of the established criteria for using the cards are:

1. Rapid exposure exercises are to be used to develop better eye-movements, to call attention to the necessity to read for thought, to increase speed and to decrease lip-movement—not for practice for the sake of practice.
2. Drill with flash-cards should conform to the best known principles for drill and practice work.
3. The teacher should see that the habits and skills acquired by the flash-card drills are carried over to the reading situation.

4. The word or phrase should be exposed for a shorter time than is necessary to utter the particular word or phrase. In the second grade, thirty cards should be run off in ten seconds.
5. Never increase the time of an exposure, though several exposures may be necessary.
6. The cards are not intended for teaching new words. They are to give the child practice in combining into thoughts words that are already familiar to him. Hence, greatest care should be exercised in the vocabularies of the cards.
7. Even in work with cards for improvement of the fundamental reading habits, intelligent interpretation should have a place.

The manuals accompanying the readers offer suggestions for various types of exercises as examples of using flash-cards to increase the child's speed in comprehension.

For the teacher feeling the need of flash-cards and wishing to construct them herself, the following directions are given:

1. The cards should be four or five inches wide—cards of the same set should be the same size because of neatness in appearance and facility in handling.
2. White or manila board or oaktag may be used.
3. Show-card ink may be used. India ink is better but more expensive.
4. The lettering pen should be broad at the end. An eighth of an inch is recommended.
5. The letters should be about three inches high, and an eighth of an inch thick.
6. The phrases and sentences should be punctuated properly.

When using the cards for drill, each card should be held in a perpendicular position before the child for one-third of a second. If the child does not get the phrase in that length of time, the exposure should be repeated, the time of exposure not lengthened.

DESIRABLE LEVELS OF PUPIL ACHIEVEMENT FOR THE SECOND AND THIRD GRADES

a. *Attitudes.*

1. A lively interest in reading for pleasure and information, as shown by voluntary library reading, by the use of library table, by bringing books to school, by taking home books to read, and by reading during free periods.
2. A realization that books are useful as shown by the habit of looking in them for information.
3. An increased desire to own books.
4. A deepened appreciation through reading—of the truth and beauty found in the environment and in the stories and poems on the grade level.
5. Attitudes that make for greater social adaptation.
6. An attitude that will lead to a permanent interest in reading.

b. *Habits, knowledge and skills.*

Knowledge—increased appropriately through reading and first-hand experiences related to reading.

1. The habit of reading independently established thoroughly.
2. Reading silently without finger pointing, head or lip movement.
3. Inquiring about or seeking independently for reading materials which relate to the activities upon which they are engaged.
4. Skill in the use of books; using table of contents, finding stories by page numbers, and finding cross references.
5. Using standards in evaluating oral reading.
6. Habitually correct posture and consistent use of proper light in reading.

7. Ability to read orally at sight with ease and effective expression varied material in natural situations, provided the material does not contain word difficulties or difficulties of meaning.
8. Read more rapidly silently than orally. Pupils in second grade should be able to read relatively easy passages of recreatory reading material suitable to the grade at the rate of 100 to 125 words per minute; those in the third grade, 125 words to 150 words per minute.
9. Interpret effectively the reading material assigned in connection with other school activities.
10. Select main ideas.
11. Follow directions in making objects in drawing and in playing games.
12. Organize a sequence of events dramatizing a story.
13. Correlate reading with life.

c. *Vocabulary.*

1. Appropriately increased number of sight-words.
2. Ability to recognize meanings of new words through illustrations and context clues.
3. Ability to recognize new words by the use of phonics.

FOURTH, FIFTH AND SIXTH GRADES

INTRODUCTION

This is the period of wide reading to extend and enrich experience and to cultivate important reading attitudes, habits and tastes. Children should enter the fourth grade, which is the beginning of this period, with fundamental reading habits very well established. The two main problems which should receive emphasis in the fourth, fifth and sixth grades are:

- a. Perfecting the skill started in the previous grades, and bringing to a high state of efficiency the speed and comprehension of silent reading. By the time the pupils have reached the fourth grade, their rate of word recognition should have exceeded the rate of pronunciation, hence an increasing amount of silent reading should be used. Practically all oral reading should be with an audience situation.
- b. A second and very important part of the problem is to increase the experience of the pupils by putting to use the habits and skills obtained by extensive reading in varied fields. Whereas, in the primary grades the pupils have been mainly "learning to read," in the intermediate grades they should be "reading to learn."

Emphasis should be shifted in the word study to the enlargement of meanings rather than to pronunciation. Dictionary work and an acquaintance with meaning elements, such as the common prefixes and suffixes, should be acquired. Pronunciations may now be gotten from the dictionary by the help of diacritical marks.

Study habits and ability to recognize and to use organization should receive more attention. Greater emphasis should be placed on the specific reading habits involved in reading different types of material, such as geography, arithmetic, history, science, fiction, etc.

Since much more of the work in these grades should be silent reading for content and experience, there should be greater opportunity for individual reading. Small sets (five or ten books) of several kinds of books should be provided. In oral reading, provision should be made for the audience situation. The children at this age are developing a group con-

sciousness, and oral reading has a social value. It also has a large value in developing appreciation.

OBJECTIVES

a. GENERAL

1. To provide rich and varied experience in all fields of thought and activity for which the child is prepared.
2. To provide the child with the tools for further independent study—ability to locate, select and interpret materials for problem solution; ability to utilize appropriate skills and attitudes for a variety of purposes.
3. To improve habits of recognition in both oral and silent reading. This includes the development of greater speed, accuracy, word independence, and the total elimination of poor fundamental habits.
4. To continue the development of interest in entertaining, instructive and worthwhile reading.

b. SPECIFIC OBJECTIVES FOR THIS PERIOD BY GRADES

Fourth Grade:

1. Attitudes
 - a. Increased interest in and desire to read books, as evidenced by regular borrowing of books from school and public library.
 - b. Realization that books are useful; frequent reference to books to answer or to carry on activities.
 - c. Willingness to spend a part of savings on books.
2. Skills, habits, knowledge
 - a. Thought-getting
 - Ability to follow, without hesitation, continuity of thought in successive sentences.
 - Ability to outline (evaluate and arrange thoughts according to sequence and importance).
 - Ability to follow directions (interpret and execute according to written directions).
 - Ability to use ideas in solving problems, e.g., in making comparison, reasoning from cause to effect, etc.
 - b. Vocabulary
 - Ability to recognize meaning of words through context.
 - Increasing of meaning vocabulary.
 - Adding new words to spoken vocabulary.
 - c. Mechanics of reading
 - Increase of recognition-span.
 - Elimination of any "hang-over" in mechanical deficiencies, lip-reading, head-movement, or finger-pointing.
 - Clear enunciation, correct pronunciation, proper phrasing, well modulated and expressive voice in oral reading.
 - Consciousness of the hygiene of reading.
 - d. Handling of books
 - Proper use and care of books.
 - Use of table of contents, cross-referencing, glossary, and so forth.
 - Ability in the use of reference books.
 - e. Library
 - Appreciation of library and other free service.
 - Control of the technique of locating and borrowing books.
 - f. Transfer of study to content subjects.

Fifth Grade:

1. Attitudes—Further development of the attitudes stated under objectives for Grade IV, indicated by forming of reading clubs, by spontaneous discussion of books, etc., by increased amount of

voluntary reading, and by reliance upon books as valuable sources of information.

2. Skills, habits, knowledges.
 - a. Further development of the abilities set forth under 2-a in Grade IV, and also ability to scan material rapidly for a special point.
 - b. Vocabulary—Increased ability to recognize meanings of words through context, and expansion and refinement of passive and active vocabulary (vocabulary understood, vocabulary used).
 - c. Mechanics of reading.
 - Silent reading with no vocalization.
 - Wide recognition-span.
 - Continuance of clear enunciation, correct pronunciation, proper phrasing, and well modulated voice in oral reading.
 - d. Handling of books.
 - Sense of responsibility for the care of books.
 - Use of table of contents, indexes, cross-references, glossary, etc.
 - Use of reference books, encyclopedia, dictionary.
 - e. Library—Ability to work in school and public libraries with considerable independence.
 - f. Conscious application of study skills in working with content subjects.

Sixth Grade:

1. Attitudes.
 - a. Greater interest in diversified reading.
 - b. Pride in school library and in owning books.
 - c. Growing appreciation of what can be gained by reading books without the guidance of the teacher.
2. Skills, habits, knowledge.
 - a. Thought-getting—bringing to a high level of efficiency the objectives set forth in detail for Grades IV and V.
 - b. Vocabulary—Further expansion of reading vocabulary, and conscious effort on part of child to augment speaking and writing vocabulary.
3. Mechanics of reading.
 - a. Silent reading with no mechanical deficiencies.
 - b. Wider recognition-span.
 - c. High degree of excellence in enunciation, pronunciation, phrasing and voice modulation in oral reading.
 - d. Habitual regard for hygienic conditions in reading.
4. Handling of books.
 - a. Well established sense of responsibility for the care of books.
 - b. Skilled use of table of contents, cross-referencing, glossary, etc.
 - c. Ready and independent use of reference books, encyclopedias, and dictionary.
5. Library—Using the school and public library with self-assurance and a business-like manner.
6. Independent ability to transfer reading skills to the study of content subjects.

MATERIALS OF INSTRUCTION

- a. Basal and supplementary readers (see list on page 35).
- b. Library books (see list on page 37).
- c. Reading in connection with other classroom activities.

1. The variety of content matter in the curriculum for the fourth, fifth, and sixth grades leads into a wide field of supplementary informational reading. Advantage should be taken of these leads into the fields of history, science, life and customs in other lands and current events. Suggestive lists or annotated bibliographies in each field should be posted, and well written, attractive supplementary books, letters, magazines, magazine articles, scrap books, and pictures, should be available in great variety. Exhibits related to the topic under discussion should be provided. Many libraries cooperate with schools in lending chosen groups of books, bibliographies and other material related to a certain field of content.
2. Reading should supplement experiences gained from excursions, investigations with nature materials, and other types of study.
3. Assembly periods call for the preparation of reading material for travel talks, illustrated talk on various topics, and reports.
4. Reading is done in connection with health, civic and safety campaigns.
5. Printed directions should be used in connection with constructive work, games, and study assignments in all work of the curriculum.
6. Publication of bulletin board notices and a school paper or magazine, and contributions to the children's sheet of the town newspaper, call for reading in preparation of the material.
7. Reading should not only grow out of such situations, but should lead into further reading, excursions, constructive work, and campaigns of various sorts.

CLASSIFICATION

The class in each grade should be divided on the basis of needs. Three types of tests are usable for this purpose:

1. Tests of ability to comprehend and interpret what is read (Stanford Achievement Test in Reading, and Haggerty Test).
2. Measure of rate of silent reading. (Courtis and Starch.)
3. Tests of rate and accuracy of oral reading. (Gray.)

STUDY IN GRADES FOUR, FIVE AND SIX

a. ABILITY TO COMPREHEND PHRASE AND SENTENCE

How developed

1. By seeing that the child knows definitely what he is to find out in the reading.
2. By asking questions which compel concentration on meaning of various words, phrases, and sentences.
3. By constantly checking on comprehension through informal tests of the following types: Yes-no, multiple-choice, matching sentences, completion, riddles, drawing and following directions.

b. ABILITY TO OUTLINE (to evaluate and arrange thoughts according to sequence and importance).

Main idea and evaluating

1. Ask questions which necessitates finding the main idea.
2. In checking, give questions that cannot be answered except by an understanding of the whole unit. Give true-false tests that involve the main idea; multiple-choice tests involving the selection of the correct topic sentence from a group of possibilities; completion tests; riddles, directions, etc.
3. Have children make or select topic sentence.
4. Have children give a title to a paragraph or to any illustration accompanying the paragraph.
5. Have children give reasons for choice of important ideas.

Noting details

1. Give questions which call for a group of significant details.
2. Give exercises requiring the use of details to prove a point or to solve a problem.
3. Have children talk from an outline of a topic.

Arranging ideas

1. Have children make an outline, showing arrangements of main ideas and supporting sub-topics.
 2. Have children give reasons for evaluation of important sub-topics.
- c. Ability to follow directions (1) where all details are to be used; and (2) where significant items are to be retained and other items discarded. Give children exercises which require both types of ability. Dramatizations, playing games, handwork, etc., furnish both practice exercises and checking.
- d. Ability to study with an efficient rate. Rate is important in reading, since it determines the amount of reading an individual can do in any given time. It is necessary to think of rate as meaning "comprehension with a time limit," and not the number of words a child can read in a given time; otherwise there is danger of over-emphasizing rapidity of reading at the expense of comprehension. The rate varies with the purpose of reading, and with the difficulty of the material. There are several rates:
1. The rapid rate, used in reading a narrative for pleasure and in reading newspaper articles, or in reading factual material that is not technical, with no need for reorganizing, summarizing, or evaluating with reference to some special question or problem.
 2. The very rapid rate, used in looking over material for some specific fact, or scanning it to get the general trend. This might be called the skimming rate.
 3. The careful rate used in reading to obtain details to support a statement, in weighing the significance of facts to solve a problem, and in carefully noting complicated directions for the carrying out of some project. Such reading is reflective or analytical, and is relatively slow.

It is possible to train readers so that even the rate of careful analytical reading far exceeds that formerly used. O'Brien, in his experiments, improved the rate 31 per cent in a two months' period, at the same time increasing greatly the quality and amount of comprehension.

The following methods may be used to increase rate:

- a. Reading connected material for comprehension under a time limit. The check used should test both the number and quality of the ideas. Any of the five types of tests may be used in this connection.
 - b. Although there is some doubt about the value of short exposure exercises (flash-card drills), they may be used at the teacher's discretion.
 - c. Results should be charted, or improvement made evident to the pupil in such a way that his interest is enlisted in meeting a grade standard or in bettering his own record.
- In the fifth and sixth grades, children may be taught the different rates and the conditions under which each may be used, and should learn to vary their rate in accordance with the nature of the material. Through deliberate use of the various rates, time may be saved. The average rate for fourth grade is 160 words per minute; for fifth grade is 180 words per minute; for the sixth grade 220 words per minute. Occasional tests for rate, checking the number and accuracy of ideas gained within a time limit are valuable, especially if the individual pupil keeps some kind of graph or record upon which he records the number of words per minute and the number of ideas. The pupil should know whether or not he gets enough ideas.

- e. Knowledge of the necessity for efficient study and how to improve study techniques.
Developed by using a textbook which states directly the value of study habits and provides the means for acquiring them.
- f. In the fifth and sixth grades the ability to scan material rapidly for a special point may be developed by giving children questions or checks that call for scanning.
- g. Vocabulary—In the intermediate grades, vocabulary building is a matter of teaching new terms,—that is, new names for old objects and ideas; e.g., the child learns that “honest” may be expressed by “honorable,” “upright,” “trustworthy,” and so forth, or, he may learn a name for a new object; e.g., the propeller of an aeroplane.

Methods of presenting and fixing these words include:

- Having child try to understand the meaning through context.
- Explanation in place of formal definition.
- Classification.
- The use of synonyms.
- The use of antonyms.
- Having child use words in a sentence.
- Fixing vocabulary through repetition.

It is most important to build vocabulary and to fix this vocabulary by the use of the words. The understanding of new terms depends to a large extent on the teacher's presentation.

TRANSFER OF STUDY SKILLS

The content subjects of the curriculum call for the use of study skills. It is in these subjects that the skills learned in the reading period should be exercised. Work with content subjects should be as carefully planned as the basal reading lessons with emphasis on the particular skill which was stressed in the reading lesson. The basal readers for use in the fourth, fifth and sixth grades carefully develop lessons in the different fields of content, such as history, geography, and give teachers cues for dealing with such materials. The assignments in these fields or subjects will be very similar to those worked out with the class when The Study Reader is used; the general lesson procedure, with slight alteration, applies in most cases.

The following suggestions may prove helpful in working with arithmetic content for instance:

- a. ARITHMETIC PROBLEMS (the usual cause for errors in solving problems is the failure to understand the meaning of the problem).
 - 1. Check child's comprehension of the problem by having him write one thing the problem tells.
 - 2. Ask child to underscore words which give the idea of “subtract,” “multiply,” or whatever process is involved.
 - 3. Possible assignment—“Read the problem silently. Be ready to tell in two sentences what you will do when you work the problem.”
 - 4. Possible questions—(a) “What are you told in this problem?” (b) “What are you asked to do?” (c) “What tool, or tools, shall you use?”
- b. ADDITIONAL SUGGESTIONS FOR WORKING WITH HISTORY OR GEOGRAPHY:
 - 1. In most cases use the problem approach.
 - 2. Be sure that terms are understood.
 - 3. Make frequent use of the multiple assignment for facts supplementary to those provided in basic text.
 - 4. When generalizations are started in the text, be sure that children understand by asking them to cite concrete illustrations as proof.
 - 5. Develop outlines for evaluating, arranging, and retaining important ideas.

ASSIGNMENTS IN INDIVIDUAL STUDY

In the fifth and sixth grades independent study should take several forms:

- a. Intensive reading assignments from one book with a close check on the material. Such an assignment should be carefully worked out, using the same general plan and type of questions or checks as have been suggested in the general lesson procedure for Grade IV.
- b. Another type of assignment may call for the reading of a number of references (from different books) on the same topic, for the purposes of listing all important facts, comparing various opinions and statements, verifying facts, making judgments on the basis of facts (as when collecting material for debates) and so forth.

TIME ALLOTMENT AND THE READING PROGRAM

Because reading is, relatively speaking, the most important subject in the intermediate grades the time allotment should be determined on this principle. For reading instruction the teacher's schedule of classroom work should, therefore, provide 250 minutes for grade four and 200 minutes each for grades five and six. In addition, opportunity for teaching reading will arise from the need of applying reading skills to the content subjects. It seems advisable to provide two separate reading periods for the two different types of reading instruction, work-type and recreatory-type.

- a. Types of lessons in these grades should include:
 1. Group lessons in work-type silent reading, for the purpose of developing fundamental habits and skills.
 2. Independent work-type silent reading, checked carefully.
 3. Audience reading of prepared recreatory or informational material.
 4. Independent reading of recreatory material, checked through brief reports.
 5. An appropriate amount of drill and exercises, to establish habits of accuracy and independence in word-recognition and wide span of recognition.
 6. Testing twice a year with standard tests.
 7. Remedial work.
- b. Silent reading becomes progressively important during the fourth, fifth and sixth grades, and for the following reasons:
 1. The word recognition rate of pupils has become more rapid than their ability to articulate.
 2. The need for silent reading as a study tool in the content subjects is increasing.
 3. Rate and comprehension of silent reading become fairly well established by the end of the sixth grade.
- c. The amount of silent reading in these grades should be increased as follows and in proportion to the amount of oral reading: fourth grade, ratio 50-50; fifth grade, ratio 60-40; sixth grade, ratio 70-30.

LESSON PROCEDURES

The teacher is urged to study the contents of the pages of the readers she is to use and to note the detailed suggestions to be found in the manuals accompanying the readers. It is essential that the teacher have a comprehensive view of the reading material provided, as this will enable her to plan more wisely her reading program several weeks in advance and to provide adequately for related materials, extensive reading, and further

pupil activity in harmony with the general program. The type of lesson procedure to plan will, to a certain extent, be determined in its relation to the general reading needs of the class and their present attainments in reading.

The teacher must guard against having too many lessons of a particular type, and should plan a well-balanced program of lesson procedures, based on the specific objectives for the designated grade.

While the basal readers for the fourth, fifth, and sixth grades are of the work-type variety, and the manuals accompanying these readers (The Study Readers, Charles E. Merrill Company, New York) provide excellent work-type lesson plans, there are splendid suggestions for successful lesson procedure in the manuals accompanying both the work-type and recreatory reading texts on the supplementary lists. Especially helpful are the manuals for the Story and Study Readers, published by Johnson Publishing Company, Richmond, Va.; The Elson Readers, Scott, Foresman Company, New York; The Pathway to Reading, published by Silver-Burdett & Company, and Bobbs-Merrill Readers, published by Bobbs-Merrill Company, Indianapolis, Ind. Since the basal readers for use in these grades are the work-type, which is usually the sort thought of as study, both the work-type and recreatory type are used in the study of a subject, and no lesson or series of lessons is apt to use one exclusively. The main thing in this connection is to differentiate between materials and lesson plans appropriate for work-type reading and for recreatory reading. Again, the manuals for the readers on the supplementary text and library lists will be helpful to the teacher in planning specifically for recreatory-type lessons in reading.

The lesson procedure in the fifth grade and sixth grade is essentially similar to that in the fourth grade. (See outline below.)

SUGGESTED GENERAL LESSON PROCEDURE (Work-type)

Introduction:

Connect with child experiences by picture, object, anecdote, or conversation.

Lead children to assemble some of their ideas on the topic by questions and discussions.

Give children a main purpose for reading the material.

Vocabulary:

Develop by explanation and questions a few words and phrases that are likely to be difficult, and present them on the blackboard.

Silent reading by class, directed by questions.

Ask a question which covers the main thought of a paragraph or larger unit; other questions may be asked after the reading. Types of questions to ask:

1. Directions which call for selecting a number of details to prove some point, as "Find statements in your book to prove that the dragon-fly is helpful"; or, "Be ready to tell what a cyclops looks like."
2. Questions which call for using the facts to infer something not stated in the text, as "Do you think these insects are helpful or harmful and why?" The book does not tell directly whether the insects are helpful or harmful; the children have to read the facts and judge them in the light of past information and experience.

3. Questions which call for comparisons, as "Tell three ways in which the water-tiger is different from the dragon-fly."
4. Questions which call for selecting the main idea: "What would be a good title for this paragraph?"

The pupils should finally read the entire unit or story and discuss the main or central thought running through the complete selection read.

Additional check-up on the material—For one or two particular kinds of comprehension.

- a. Ability to follow directions.
- b. Ability to get meaning of simple facts.
- c. Ability to make inferences.
- d. Ability to select main ideas.
- e. Ability to select from a number of facts those pertinent to a question or statement—any one of several types of tests may be used.

Review of vocabulary for fixing meanings—Use classification, synonyms, antonyms, and have children use words in sentences.

Leads to further activity:

1. To further reading of stories, information, poems, etc., in the same field or related fields.
2. To excursions, etc.
3. To home and classroom constructive activities.

TYPE-LESSON FOR GRADE IV

SWIMMING-HOLE NEIGHBORS

Perhaps, when you have been swimming or walking near a pond, you have seen different kinds of water bugs. Do you know the whirling beetle, that swirls around in circles on the top of the water; or the back-swimmer, the little silver bug that swims very fast on its back? You can catch some of these insects if you get a net and drag the mud around the edges of a pond in October. It is fun to watch these insects through a magnifying glass. In our school we used to keep an aquarium with different kinds of water bugs, water plants and stones in it. One class made a book about water insects.

There is an interesting article about three kinds of water insects in your book. It is called "Swimming-Hole Neighbors." Please find the title in the table of contents.

Before we read about the first insect, let us look at a few words we need to know. How many have ever used a magnifying glass. As you look through it, things appear larger than they really are. (Develop "magnifying glass.") The insect we're going to read about first is called the cyclops. When we read let us see how many interesting things we can find out about the cyclops. Perhaps if I put a few suggestions on the board, it will help you. What would be interesting to find out about the cyclops?

- Where to find him?
- What he looks like?
- Whether he is a helpful or a harmful insect?
- Why people gave him the name he has?

(Children read from books.)

Who will tell about the first topic? The second, third, fourth?

The next section is about the water-tiger. It sometimes helps us to find and to remember what is important if we think of a title for each paragraph. Read the first paragraph and see what you would name it. The next. What do you find out?

- Where I found the water-tiger.
- How it uses its jaws.
- Why it is named water-tiger.
- How it uses its legs.
- Its eating of the mosquito.
- Its teeth.

The third section is about the dragon-fly. As you read, find three ways in which it is different from the water-tiger, jaws, food, and the changes into a flying insect. How does each of these insects help us? Prove it by reading aloud a section from the book.

On your paper you will find a list of sentences referring to the water bugs, which you have read about. Below you will find names of the three insects. Read each sentence, then put the number of the sentence under the right name.

1. They have but one eye.
2. They change to insects with wings.
3. The mother carries her babies in two sacks.
4. They have a frightful set of teeth.
5. Minnows like to eat them.
6. They eat May-flies and mosquito wrigglers.

7. Their hands grow where their ears should be.
8. They are about as big as the head of a pin.
9. Their jaws move sidewise.
10. Foolish people think they sew up children's ears.
11. Their teeth are hollow so they can suck the soft parts of the food through them.
12. Its lower jaw unfolds and reaches out to catch food.

Cyclops
1-3-5-7-8

Water-tiger
4-9-11

Dragon-fly
2-6-10-12

Wouldn't you like to catch some water insects, and put them into glass bowls? You can see some very interesting things through the microscope. (Some child might bring a microscope.) Some interesting books about insects could be listed and stories compiled.

POINTS BROUGHT OUT IN LESSON

Introduction

1. Connection with children's interest and experience, and the assembling of children's ideas. It gives purpose for reading.

Study abilities

1. Looking for facts—"As you read, see how many interesting things you can find out about the cyclops; it will help us if we suggest a few things we want to find out."
2. Organizing facts (using the outline made to group facts found in reading; e. g., assembling all facts of size, etc., around the idea of what the insect looks like.)
3. Outlining—selecting main idea (giving titles to paragraphs).
4. Comparing the selected facts (find three ways in which the dragon-fly is different from the water-tiger).
5. Reasoning beyond facts given; making inferences and finding statement that influenced conclusions. ("How does each of these insects help us. Prove it by reading aloud a section from the books").

UNITS OF WORK

The wide variety of content matter in the course of study for the fourth, fifth and sixth grades leads to many fields of supplementary reading. Full advantage should be taken of these leads and attractive supplementary books, letters, scrapbooks, magazine articles, pictures and exhibits related to the topic under consideration should be secured by the pupils. Suggestive reading lists should be posted at opportune times.

There should be a room library, and also a library table in every classroom upon which should be placed current magazines, books that contain material which relates to activities in progress and attractive books and magazines suited to the grade. A pupil should feel free to pass quietly to the reading table when work in required subjects is well done and read whatever appeals to him, or at any time to consult and to use books from the library for the purpose of carrying on some activity in which he is engaged. Then, too, there should be much reading of library books at home.

In addition to this, there should be a free period daily in which pupils make their own selections and read for enjoyment. This offers an excellent opportunity for the teacher to study the child's reading interests and habits and to note disabilities.

The habit of magazine reading should be encouraged and pupils often referred to interesting related material in periodicals, as an outgrowth of a reading lesson or in connection with a project, preparing reports, illustrated talks, moving pictures, dramatizations, pageants, assemblies, club meetings and various special programs. Printed directions should be used in connection with construction work and games and plays. Choosing bulletin board material requires discriminating reading.

The relation of reading to practically every subject taught in the elementary grades, together with the importance of the subject itself, must be given consideration in the selection of units of work. The problems

arising in connection with the immediate classroom situations should offer a wide range of activities in the plans for solving these problems.

DESIRABLE OUTCOMES FOR THE FOURTH, FIFTH, AND SIXTH GRADES

Thought-getting is emphasized in this period. Extensive reading for information and pleasure should result in permanent interest in a wide variety of wholesome reading materials, a knowledge of sources of reading material, a skillful use of books, libraries, and other sources of information, and a further development of desirable attitudes, habits, and skills.

DESIRABLE LEVELS OF PUPIL ACHIEVEMENT

1. *Attitudes*

- a. Strong motive for an increased interest in reading for information and pleasure, with standards and tastes advanced, as evidenced by a regular withdrawal of these kinds of books from the library or other sources.
- b. Realization that books are useful—frequent references to books to answer questions or to carry on activities.
- c. Spontaneous discussion of books read.
- d. Pride in school library and in owning books.
- e. Willingness to spend part of savings for books and good magazines.
- f. Evidences that desirable fundamental behavior, attitudes and ideals are being inculcated.

2. *Habits, skills and knowledge*

- a. A familiarity through reading with many of the common fields of human experience.
- b. Skill to read silently with no mechanical deficiencies.
- c. Clear enunciation, correct pronunciation, proper phrasing, and a well-modulated voice in oral reading.
- d. Using a library, books, magazines, reference books, encyclopedias, the dictionary, and newspapers skillfully and effectively.
- e. Comprehend thought of increasing complexity and make keen, critical interpretation.
- f. Read at a rate most effective for the purpose in mind.
- g. Read silently factual material suited to the grade at the rate of 140 to 160 words per minute for the fourth grade; 160 to 200 words per minute for the fifth grade; 180 to 220 words per minute for the sixth grade.
- h. Read silently recreatory material suited to the grade at the rate of 180 to 200 words per minute for the fourth grade; 225 to 250 for the fifth grade; and 250 to 300 words for the sixth grade.
- i. Study content subjects effectively through a mastery of specific skills and abilities needed.

3. *Vocabulary*

- a. Increase in meaning vocabulary.
- b. Ability to recognize words of increasing difficulty.
- c. Habit of using dictionary to increase meaning vocabulary.
- d. Habit of trying to work out independently meanings of new words by means of context and familiar elements, as prefixes, suffixes.

THE SEVENTH GRADE

Pupils who have completed the requirements of the preceding period will enter the seventh grade with fundamental reading habits well-developed, and will be ready to participate in a program in which specific reading attitudes, habits and tastes should be rapidly refined and per-

fect. The important thing to work for in this grade is independence and efficiency in all activities that involve reading. Approximately 160 minutes per week should be given to reading classwork proper. The reading requirements of the content subjects will increase this total considerably.

OBJECTIVES

- a. To develop further the ability of pupils to select and use in reading situations the type of reading best suited to the purpose. Each subject studied should require wide reading of books, selections, newspapers, and periodicals that contribute to a broader understanding of the problems studied.
- b. To promote and refine reading tastes and interests which will guide and inspire the future life of the reader and provide for the wholesome use of leisure time.
- c. To promote habits of intelligent interpretation of, and thoughtful reflection on, what is read.
- d. To improve and refine habits of expressive oral reading of literary and dramatic materials.
- e. To provide individual instruction in the fundamental habits of silent and oral reading whenever the need for it exists.
- f. To develop skill in the use of books and libraries, and to make progress in locating, collecting, summarizing and filing printed materials.

MATERIALS OF INSTRUCTION

- a. Basal and supplementary readers (see list on page 35).
- b. Library books (see list on page 37).
- c. Reading in connection with other classroom activities (see materials of instruction for fourth, fifth and six grades, page 103).

CLASSIFICATION OF PUPILS, REMEDIAL WORK, AND PUPIL PROGRESS

Pupils vary widely in reading ability, and in the seventh grade in particular, many will be found who need further training in the fundamental habits and skills which should have been mastered during the early grammar grades. Special provision will have to be made for pupils who enter this grade with good reading habits still undeveloped or who have positively bad habits which must be counteracted. Therefore, it is essential to check pupils on their fundamental habits and skills before taking up the work as outlined specifically for the seventh grade. Standard tests may be used to locate deficiencies, and for measuring such skills as—comprehension of meaning; vocabulary, rate of reading, and ability to recognize and pronounce words. Diagnosis of the reading status of each pupil, noting chief difficulties and problems, will aid the teacher in properly grouping pupils for purposes of instruction in reading. These groups should be made according to specific needs and abilities of the pupils, and adjustments made within the grade as the growth and progress of the individual pupil demands.

Whenever remedial treatment is necessary, the following definite steps in dealing with special cases may be suggestive to the classroom teacher. (See also page 32, "Deficiencies and Remedial Work.")

- a. Discover deficiencies in the course of classroom activities.
- b. Observe and study the nature of difficulties encountered in regular class work.
- c. Examine individual pupil by means of personal interview.

- d. Use standardized and informal tests with a view to revealing fundamental attitudes and causes of deficiencies.
- e. Formulate specific remedial measures which attack the cause of the deficiency.
- f. Initiate regular remedial work in a way to enlist pupil cooperation and effort.
- g. Study pupil records and note reactions and progress.
- h. Adjust or adapt work to changing needs until deficiency is removed and progress insured.

An important outcome of the testing and remedial program in reading in the seventh grade should be that of conscious learning on the part of the pupil. His reading difficulties as revealed by the diagnostic tests should be explained to him and a conscious effort made by the pupil to understand his problems, and the reading processes in general. There should be deliberate study by the pupils of their own habits and effort made to secure improvement where needed. The pupils should begin to realize that their ability to use the printed page and to get the most out of reading, will depend largely upon their own efforts to improve themselves in the various reading skills. The classification of pupils in the seventh grade should be to a certain extent, a matter of pupil adjustment to group work. Progress from one level of work to the next higher must be a part of the conscious effort of the pupil and resulting in success. On this basis a more normal classification may be effected and the maximum progress of pupils attained.

ACTIVITIES AND PROCEDURES

In planning and developing the reading program in the seventh grade it may prove helpful to the teacher to study the following activities and procedures as outlined under the several and essential types of reading to be provided.

a. *Work-type reading.*

This type of reading includes both silent and oral reading. In this grade the work-type reading deals largely with silent reading of the subject matter of content subjects. However, many occasions will arise in which oral work-type reading will be required.

1. In work-type reading the pupil learns:
 - a. To vary the rate of reading according to the kind of material and the purpose for which it is being read.
 - b. To reflect on what has been read.
 - c. To follow the author's thought.
 - d. To make a contribution by broad interpretation of thoughts and ideas.
2. Study problems which require work-type reading are:
 - a. To comprehend a principle or explanation; such as a discussion of the selection of crops for certain agricultural areas.
 - b. To understand a problem to be solved in arithmetic or an assignment in science, which might require the following procedures:
 - Read to determine the essential conditions of the problem or assignment.
 - Read a second time to understand all the facts in their necessary relations.
 - State in one's own words what is given and what is to be found out.
 - Recall related processes needed for the solution.
 - Rapid final reading to secure figures and facts required in making necessary calculations.

- c. To get the central thought in material which is new to the reader; such as a detailed account of "The Byrd Expedition to the South Pole." This will require:

Getting the main idea, the general purpose and plan.
 Enumerating the supporting details of the general plan.
 Arrangement of the events in proper order.
 Associating the facts with other related information at hand.
 Summarizing the details into a unified understanding of the topic.

- b. *Extensive or supplementary reading.*

To supplement the intensive work described in the section given to work-type reading, there should be extensive reading of the reference type which is an important aid in the seventh grade program. The materials for this type of reading include: Reference books in special subjects, general reference books, magazines, periodicals, and literary works for recreatory and inspirational reading. There are three important purposes to be served in reference reading:

1. To secure definite information on special points or questions.
2. To find additional information upon a topic under discussion.
3. To gain new viewpoints and new leads into interesting situations.

- c. *Reading and enjoyment of literature.*

Materials which are primarily literary are used for this kind of reading. There is a wealth of literary material available for use in the seventh grade. The supplementary and library lists are suggestive of proper selection of literary materials. One of the important values in the program offering the various types of reading is that of classifying the materials to be used in developing the specific types of work. In this connection, it should be understood that literary selections are not to be treated analytically when used in this grade program. The work-type reading material lends itself to a detailed analysis without serious harm to the pupil's attitude toward the material. On the other hand, the same sort of treatment of literary materials suitable for pleasure or recreatory reading might defeat the main purposes which this type of reading serves. They are as follows:

1. Reading rapidly in order to enjoy the events of the story. For example, Irving's "Legend of Sleepy Hollow."
2. To understand and interpret characters. For example, Longfellow's "Courtship of Miles Standish."
3. Reading aloud in order to enjoy certain selections more fully. For example, Riley's "Circus Day Parade."

It is important to provide situations which will develop in pupils the attitude and the habit of regarding literary reading as a delightful opportunity to widen experience. A stimulating environment affording carefully selected and interesting materials is one of the most fruitful situations in reading. The regularly functioning Literary Society, and the Pleasure Reading Club activities offer opportunities for (1) group discussions of experiences which the pupil has in reading widely through extension library assignments and individual reading; (2) becoming acquainted through exchange of experiences, with the sources of interesting and wholesome reading materials; (3) presenting favorite selections of literary value to groups of fellow members of the organization, or assembly or community meetings.

d. *Free and independent reading.*

The materials for this type of reading include the large number of excellent books in fiction, biography, history, science, music, art, and many other fields available in libraries. First-class newspapers, magazines, and other periodicals of a high class furnish good reading material daily, and at close hand. Training in school in the proper selection of the materials for their independent reading is essential in order to avoid the development of undesirable taste in the matter. Careful consideration should be given the plans for the gradual development of good taste in the selection of reading materials.

Often the pupil may become discouraged if there are too many activities provided and he does not have the ability to satisfactorily participate in any of them. Materials suited to the needs and abilities of the individual pupils must be selected for use in developing the habit of independent reading. It is through experience that the pupil learns to select proper materials for his leisure reading.

1. Suggestions for making provision for independent reading:

- a. A well-selected and well-directed school library is one of the best assets in the development of free and independent reading. It may be supplemented by local, public and State library facilities.

Every school should have a table, or shelves in the bookcase for newspapers, magazines, and books to which pupils may have free access at all unoccupied times. Change both magazines and books frequently. Do not put on too many at any one time and have the place kept in an orderly and attractive condition. The table may be supplied with library books, supplementary reading matter, travel booklets, magazines and papers contributed by patrons. Only worthwhile contributions should be accepted.

- b. The school librarian and the grade teacher working together may direct the pupils' library activities as follows:

1. Supply with books to look into, to confer with the teacher about, and to select one for reading.
2. Give a portion of the reading time for the reading of these books. Encourage them to take the books home with them to finish their reading.
3. Pupils should be allowed to select their own books for free reading. Their tastes can be safeguarded by placing acceptable books only in the school library and on the reading table.
4. Pupils should be encouraged but not required to report to the class upon interesting things which they have read. Stimulation and encouragement but not compulsion should be the keynote of the teacher's plans, and the element of independence in such reading should always be retained.

- c. Lists of books for outside reading should be posted on the bulletin board. Book exhibits, annotations of certain titles, and book posters, are helpful. Visits to book shops, printing shops, newspaper offices, and libraries tend to increase interest in free and independent reading.

e. *Expressive oral reading.*

While intelligent silent reading is one of the main purposes of the reading program for the seventh grade there will be frequent occasions when pupils will feel the need for audience reading. Often children like to read aloud to others. Training in oral reading should be provided to a certain extent in this grade. The materials for oral reading may include:

1. Prose and poetry read for appreciation.
2. Selections of the dramatic, oratorical, and humorous types for the entertainment of the audience.

Training pupils for dramatic contests should not be a part of this particular phase of the reading program.

LESSON PLANS

The suggestions offered for general lesson procedures in the fourth, fifth and sixth grades will be helpful to the teacher of the seventh grade. The manuals accompanying the basal and supplementary readers offer many acceptable types of lesson plans. In addition to these the following references will be found valuable sources of suggested lesson procedures in dealing with each type of reading. The teachers' manual for this grade is especially helpful and should be carefully studied and referred to constantly in planning lessons and units of work.

REFERENCES:

- Teachers' Guide to Literature. Complete Manual for the basal reader. Houghton.
 Reading and Living Series. Manual. Scribner's.
 Schmidt. Teaching and Learning the Common Branches. Pages 199-203. Appleton.
 Stone. Silent and Oral Reading. Chapter IV. Houghton.
 Parker. Types of Elementary Teaching and Learning. Ginn.
 Pennell and Cusack. How to Teach Reading. Houghton.

VOCABULARY DEVELOPMENT IN THE SEVENTH GRADE

a. *Provision should be made for extending a meaning vocabulary through:*

1. Rapid growth of vocabulary through actual experience and wide reading. Special attention to words and idioms significant in geography, science and other content subjects.
2. Attention to words and groups of words in context whose value will be increased because of intensive work done with them in composition and grammar. This should be a carrying over of training and should illuminate the context.
3. Intensive study of carefully selected words in order to extend the use of them and to show their values in expressing meanings.
4. Training in interpreting definitions of words by illustrative sentences.
5. Training in judging relative values of words in context.
6. Exercises in classification of words as to thought; relationships, arranging word lists under appropriate headings; making lists of synonyms and antonyms and of words with common roots, prefixes and suffixes.
7. Training in knowing and using the resources of the dictionary.
8. Testing vocabulary growth by both informal and standard tests.

b. *Accuracy in word recognition may be developed by:*

1. Early discovery of remedial cases and specific diagnosis of their individual difficulties, followed by remedial treatment.
2. Checking habits of attack upon new words to discover pupils whose habits are faulty, followed by substituting more economical procedures.
3. Exercises in word grouping for slow readers.

c. *Suggestions for training in the independent use of habits of word recognition.*

1. Assign word study in context with a definite and specific purpose in mind. This may suggest the meaning or pronunciation of many words. The question may be asked: "What are some of the words we might expect to find in a story about Indians?"
2. Train pupils when to seek help; when to look for help in dictionaries.
3. Keep a list of individual difficulties as a basis for remedial drills.

4. Check comprehension, giving special attention to idioms and constructions which may prove puzzling—negative expressions, like *if, but* meaning *except, only*.
5. Check comprehension and training pupils to guard against giving words too much or too little weight.

DESIRABLE OUTCOMES FOR THE SEVENTH GRADE

By the close of the seventh grade the pupils should be able:

- a. To read any book of seventh grade difficulty with ease and understanding.
- b. To get the main thought of a paragraph.
- c. To read silently at the rate of 200 to 225 words per minute.
- d. To understand new words from the context, and to pronounce all common words without hesitation.
- e. To do reference work voluntarily and without loss of time or effort.
 1. To use the index and table of contents of reference books on any definite subject.
 2. To follow easy directions, accurately.
 3. To use reading as a tool in studying effectively.
- f. To determine the paragraph or stanza in a selection that needs the most emphasis.
- g. To evaluate materials read and to discuss interpretations and conclusions derived.
- h. To read to an audience in a pleasing and carrying voice the type of material required in adult situations: poetry, news items, short stories and plays.
- i. To select and use good books, magazines, newspapers, in reading for enjoyment, recreation and information.
- j. To show a love for good reading and evidence of frequent use of the library to satisfy a desire for good reading.

PART III: FURTHER STEPS IN UNIFYING AND BROADENING THE READING COURSE THROUGH THE GRADES

The outline course in reading as presented in Part II is designed to lend suggestion and guidance to the classroom teacher in her efforts to discover pupil needs, and in planning to aid the child in making normal progress in reading as he enters and proceeds through the elementary school. This course is organized on the basis of reading periods which may include the work of more than one grade rather than specific outlines to follow in the use of a particular text or texts. The content materials of the course were assembled and approved by a special committee on reading and are representative of the present-day practice in reading instruction for the elementary grades.

Teachers may profitably use this course if they will first become familiar with its purposes, organization and content all the way through; and second, study carefully the grade outlines in which they are particularly interested. While it is essential that the teacher have an intimate knowledge of the contents of the outline for the grade she teaches it is also necessary for her to have a clear-cut understanding of the suggested outlines for all the grades in order to insure for the individual pupil a unified course throughout the elementary school avoiding over-lapping, unnecessary repetitions, too difficult work, or omissions, all of which tend to retard his progress in reading achievement. By a thorough understanding of this

common guide each teacher's work will strengthen and unify the course in reading and insure satisfaction and success for the pupil.

The course in reading correlates and coördinates to a great degree with the course in language which is included in this bulletin. Teachers who have an adequate working knowledge of the two courses, one in reading and one in language, will find that about three-fourths of each course supplements and complements the other subject. This is a desirable point of view in making and adapting courses of study in closely related subjects such as reading and language, as it strengthens and unifies the course in each subject. Cross references in the outline courses indicate where correlations are emphasized and where coördination of plans and suggestions are in evidence. A close and comparative study of each separate course will aid the teacher in making out her own program for teaching reading and language.

As the teacher becomes familiar with the course of study and adapts it to the needs of her pupils she will have opportunity to test out the suggestions and procedures in every-day classroom practice. As each phase of the outline in reading instruction is applied to classroom needs it should be a test of its usefulness in a particular situation.

A careful study and thoughtful use of the outline course in reading will reveal many instances where it needs strengthening and expanding. As the work in the classroom develops changes and improvements in the course of study will become necessary.

The special and further needs of the present outline course include the important factors listed below. It is planned to continue the study of these special needs and the coöperation of all students of reading is requested in this work.

Suggestions for further work on reading for the elementary grades.

1. An improved technique for securing information concerning the individual child in order to plan for and adapt the reading course to his needs.
2. A series of type lessons for each grade and illustrating acceptable procedures in both work-type and recreatory reading in the classroom.
3. A course in children's literature as a basis for a reading program in the elementary grades.
4. Type studies of units of work involving reading and related subjects for each grade.
5. A definitely outlined course involving the subjects of the English group—reading, language and spelling.
6. A well-graded vocabulary for the elementary school beginning with the first grade and the school beginner.
7. Suggestive list of subject matter materials and methods suitable for the preparation period in reading.
8. A complete bibliography in reading including professional texts, reference books, research studies, periodicals, and classroom texts.

As these studies are completed they will be made available for supplementing the outline course in reading as presented in this bulletin.

It is hoped that teachers will (1) coöperate in the effort to study the usefulness of the present outline course, by testing it out in the classrooms, and (2) participate in its improvement as a whole as further work is planned for broadening, enriching and unifying the course from year to year.

LANGUAGE

PART ONE: BASIC PRINCIPLES UNDERLYING THE MAKING OF THE COURSE OF STUDY IN LANGUAGE

I. Guiding Purposes and Activities in Making a Course of Study in Language.

The desired course of study in language is interpreted to mean that which shall offer guidance in all the language experiences which all the children are most likely to have during the period of elementary school. Such a course does not exclude the study of technical matters as found in grammar and other formal language material, but regards this as only a part of the necessary language development of children.

Those charged with the responsibility of making a course of study in language are conscious of the fact that we are living in a complex democracy of changing and developing civilization where approved educational theories and practices are constantly and necessarily giving away to those newer and often more desirable. This alone necessitates a long-time plan of careful and constant work on a language course which will produce desired results.

In keeping with the generally accepted principles and essentials underlying the making of a progressive language course, the material herein submitted is expected to serve two major purposes:

1. That of guiding language instruction during the formation of a new course of study in language.
2. That of producing information and material for a new course of study in language which may serve as a more complete and helpful guide to teachers.

II. Language Meaning,* Value* and Guidance.

A. LANGUAGE MEANING

Language is an art to be cultivated for the purpose of expressing one's self most satisfactorily to all concerned. The process of setting thoughts to words and words to thought is fundamental to all advance in education. Whenever thoughts are to be transferred and wants are to be supplied language must necessarily be used. Language is man's greatest social asset, and the great common bond of our studies within and beyond school.

B. LANGUAGE VALUES

A common language is one of the strongest bonds for holding a people together. The English language is our chief medium of educated life. It is essential to artistic expression, complete understanding and a knowledge of our splendid literary heritage. Through speech, writing and reading all time is made contemporary and the bonds of available knowledge are flung back. While the values of language are manifold the following seem most outstanding:

*Adapted from St. Louis Curriculum Bulletin No. 4.

1. Language is the fabric upon which civilization and progress depend.
2. Increasing command of language links with increasing command of thought.
3. Effective speech is a priceless asset in the business world.
4. Language ability is an excellent index of mental development and of our social status.
5. It is a great bulwark of national life and one of the surest safeguards of national existence.
6. In its finest manifestations it becomes one of the soul's most valuable media for expression of the true and the beautiful.

Upon these depend not only the successful measure of the school, but the future development of a republic. Language should, therefore, be recognized as an integrated and related factor in the enrichment of instruction as a whole rather than an end in itself to be pursued in logical order.

C. LANGUAGE GUIDANCE

Language guidance or teaching seeks to develop in each pupil the power to express his thoughts and feelings; interpret and evaluate the expressions of others and influence thoughts, feelings and actions of others to a more profitable end.

If education is to prepare girls and boys to cope successfully with life undoubtedly an ability to speak, write and read well is a valuable and social business asset. Oral and written expression lend to self-expression, while reading furnishes wholesome stimulation that becomes a potent force in the crystalization of innate virtues into good manners and morals. Oral and written thoughts of others influence one in terms of his ability to grasp and interpret, and this ability is controlled by a knowledge of reading matter, mastery of vocabulary, an understanding of technicalities, the power of attention and an ability to organize language experiences.

One of the strongest and most valuable factors in language development is the power of influence over others. This may be but is not always an outgrowth of the other two. In addition to being able to express one's self satisfactorily and to interpret intelligently the thoughts of others, one may assimilate the two powers in such a manner as to create a third language power, persuasive and convincing in nature and tending toward leadership and control.

"The ultimate outcomes of language study include the information and knowledge, habits and skills, attitudes and appreciations, belonging to the various life situations in which people use language." Fourth Yearbook of the Department of Superintendence of the National Education Association.

III. General Life Situations in Which Language Is Used.*

A. LIFE SITUATIONS INVOLVING SPOKEN LANGUAGE

1. *Conversations*

In the family group; at the table; at social gatherings; in discussion groups; at public gatherings; in public places; during intro-

*This analysis of life situations is adapted from Fourth Yearbook of Department of Superintendence.

ductions; during calls; interviews; in greetings and partings; in asking and giving directions; in telephoning.

2. *Meetings*

- a. Informal proceedings such as classes and other group exercises.
- b. Formal proceedings of organization, clubs and committees.

3. *Practical discussions*

- a. Speeches of felicitation, dedication, presentation, gifts, introduction of speakers, inauguration speeches, speeches upon retiring from service, substitute or impromptu speeches.
- b. Reports of meetings, conferences, visits, investigations, illustrated lectures, demonstration talks.
- c. Persuasive talks as in membership drives, religious work, political campaigns, sales talk, school campaigns for thrift, health, cleanliness; as in applying for a position as office boy or paper carrier; as in selling tickets to school entertainments.
- d. Messages and announcements of games, lectures, exhibits, entertainments, meetings and excursions.
- e. Explanations and directions as to how to make a radio, a fish trap, a birthday cake, or a flower box; how to go to a store or railroad station; how to iron a dress or care for a baby.

4. *Anecdotes and stories*

- a. Telling anecdotes and stories to children in the home, school, or social group.
- b. Telling anecdotes and stories to adults at social functions, on the train, at the club, at the dinner table, at formal gatherings of friends, to people who are sick or in trouble, at public meetings.

B. LIFE SITUATIONS INVOLVING WRITTEN LANGUAGE

1. *Letters*

- a. Social letters to friends, to parents, to children in other communities.
- b. Business letters to firms for information, for supplies, in payment of bills, for positions, recommendations.
- c. Formal notes.
- d. Informal notes: excuses, invitations, information.

2. *Notices* of games, exhibits, entertainments, sales, meetings.

3. *Reports* of committee to school, class or group; of delegates to class, school or town council; official, president of school council; financial, money saved by class or society; minutes of council or club; reviews, books, articles, speeches, plays; of observations or experiments.

4. *Note taking* for preparation of papers, stories, discussion and reports.

5. *Filling out forms*: bank deposit slips, checks, applications for money orders, mail order blanks, receipts, personal information blanks, telegrams and cablegrams, time cards; application forms for position, forms for recording tests and measurements, school records, public accounts, private business records, questionnaires, budgets.

6. *Making a bibliography*: classified and annotated.

7. *Creative writing* for class, clubs, newspaper and magazine articles in school or local paper, diaries, imaginative writings such as stories, poems, plays, songs.

C. LIFE SITUATIONS INVOLVING THE INTERPRETATION OF LANGUAGE AS BASED ON READING

1. *Following instructions*

- a. Reading definite assignments in reading, language, history and other subjects.
- b. Reading in order to follow written directions.
- c. Reading in order to answer written questions.
- d. Reading in order to fill blanks, forms, questionnaires, contracts.
- e. Reading in order to pay bills, assessments, pledges.
- f. Reading in order to follow up references and make reports.
- g. Reading in order to prepare an assignment as a talk, lecture, report, argument.

2. *Self-development*

- a. Reading for information, comparison, experiences.
- b. Reading for enrichment of vocabulary, mastery of spelling, improvement of sentence structure, development of composition style.
- c. Reading for pleasure, entertainment, recreation, inspiration.
- d. Reading for broad knowledge of the best in literature and ability to choose wisely in literature.
- e. Reading for a better understanding of human nature and environment.

3. *Entertainment of others*

- a. Reading as preparation to teach or to inform others.
- b. Reading orally to others for their entertainment.
- c. Reading in order to be able to converse with others on literature, politics, social events, weather reports, economic problems, marketing.
- d. Reading in order to produce a play, story, poem, song, etc., for enjoyment of others.

PART TWO: GENERAL SUGGESTIONS CONCERNING LANGUAGE INSTRUCTION

I. General Language Objectives.

In order to insure steady and unbroken language growth in the life of each child during the period of elementary school, general language objectives common to the school or school system should be definitely set up and logically approached. The following are suggested:

1. To accept language as a gift, power and art to be cultivated.
2. To create and promote a desire for self-expression, self-development and better understanding of others through language growth.
3. To gain knowledge and to acquire skill in the use of the forms of oral and written expression and interpretation.
4. To develop the ability to spell correctly words in one's writing vocabulary.
- *5. To gain knowledge and to develop habits of effective study.
- *6. To acquire skill in use of books.
- *7. To develop the habit of listening, observing and judging intelligently.
- *8. To develop the habit of using leisure time for reading and other cultural activities.

*These objectives apply equally to reading, and practically all the objectives have other subject matter values. Other illustrations: No. 4 includes spelling; No. 11 includes citizenship, and No. 5 applies to all learning.

- *9. To develop the ability to select, to organize and to evaluate right ideas and materials needed for overcoming difficulties.
- *10. To develop the ability to read in pleasing and intelligent manner.
- 11. To develop leadership, a spirit of intelligent coöperation and community relationships through language growth.
- *12. To develop ethical standards of language for home, school and community relationships.
- *13. To develop appreciation for good literature and choice conversation.

II. Suggestions in Regard to the Selection and Organization of Subject Matter.

The language work naturally covers a wider field than can be completely presented in the present course of study; but attention must be given to both oral and written composition, to the laws governing correct form and usage, and to the study and appreciation of good literature. The study of words, phrases, clauses, sentences, paragraphs, abbreviations, forms of composition, etc., are classified as language forms to be treated by grades with the use of texts and other references as needed. Language from the standpoint of spontaneous expression should be encouraged from the time a child enters school, and each pupil should be guided into an understanding and a desire for improvement of his expressions. He should also be taught to appreciate good literature, to know his native language and its uses.

The language course is further interpreted to mean that which includes oral speech, written speech, language forms, word study and literature, with proper attention given to reading, picture-study and writing, all of which are to be taught in proportion to their relative and corresponding importance. Each division of the language course lends to and deserves careful analysis. A brief discussion of each follows.

Oral and Written Composition. All effort toward expression in words is in a broad sense composition whether it be fragmentary and informal expression heard at random or a complete treatment of a topic. Because of the increased demand for oral language over that of written and the dependence upon oral language as a basis for written language the greater portion of time given to composition should be spent in the development of oral composition. Equally high standards should be held for each and neither allowed to lag behind the child's needs nor fail to contribute to his intellectual growth.† In order to secure a proper balance a greater portion of the language work in primary grades should be given to oral composition—conversation, story-telling, dramatization—with decreasing emphasis on the amount and an increasing emphasis on the form with advancing grades. A corresponding shift should be made to written composition with attention to freedom of expression (introduced through oral composition), technical matters, word study, literature, reading, picture study, and writing with advancing grades. Summarizing: the part of the language time given to composition should show a gradual shifting of emphasis from practically one hundred per cent oral composition in first grade to fifty per cent oral and fifty per cent written composition in seventh grade.

*These objectives apply equally to reading, and practically all the objectives have other subject matter values. Other illustrations: No. 4 includes spelling; No. 11 includes citizenship, and No. 5 applies to all learning.

†See Hosis, *The Elementary Course in English*. University of Chicago Press.

‡See Sheridan, *Speaking and Writing English*. Sanborn.

Language forms. Capitalization, punctuation, word, sentence and paragraph structure and usage, the style or arrangement on paper, etc., should be taught chiefly for their practical value as needs arise in life situations and not imposed for the sake of the mastery of facts. During the first three years very little language form is taught as such; but during and after the fourth year forms and underlying principles should be taught whenever the pupils can profit by them in daily experiences.

Word study, while not intended to take the place of the teaching of spelling (often confined mainly to teaching how to spell words), concerns itself with making correct enunciations and pronunciations, getting word meanings, developing a broad vocabulary, choosing the most appropriate words in speaking, improving written word forms and checking for correct spelling. (See treatment by grades and in the spelling and the reading courses.)

Literature, the approved writings of our best authors, should be included in both the language and the reading course; the reading course because of the need for developing reading skills, abilities, habits and attitudes and appreciations as such; and language because of the emphasis to be placed on analysis, outline, interpretation, appreciation, reproduction, imagination, selection, language power and desire to do creative language work. Books, the foundation for the reading and the language course should be used in terms of pupils' needs in both language and reading.

The literary selections should be varied to meet the general needs and abilities of children but always in keeping with the most generally approved list of books, stories, poems, pictures, plays, etc. These should also be chosen in terms of the individual pupil needs in language and reading and based upon his interests and appreciations. Thus the reading and the language courses should not only be closely related and interwoven, but, make continued effort to provide each pupil with the reading and literary experiences needed for his rapid and complete educational development.

Reading, an indispensable skill for effective language instruction, should be developed as such in the reading course. Reading ability contributes to growth and the possibility for growth in language while language in turn strengthens reading through practice in reading and a better understanding and appreciation of what is read. Reading knowledge; skills and abilities should, therefore, come from the reading course, while interpretation, appreciation and attitudes may come from or be decidedly strengthened through language instruction.

Picture study, while not treated here as a special subject, should be incorporated as a vital part of the language course. The study of pictures so nearly coincides with the study of literature, both in purpose and method that teachers will find it of advantage to supplement the one with the other. Many passages in literature suggest excellent pictures, and many poems are but an attempt to say in words what the painter has already said with his brush. Thus picture analysis and art appreciation are parts of the language value of literature. As a part of the language course, therefore, suitable picture masterpieces may be introduced while the child's mind is in the formative stage and indelible impressions may be made. Action pictures carefully chosen from current magazines and papers may form a worthy basis for composition.

Writing is a skill given special treatment as a tool subject for the purpose of developing a tool contributive to self-expression. Therefore a direct relation exists between writing and language. Standards and practice given in the penmanship course may be reinforced or abused by the practice in other subjects, and especially language. The language work may lend to poor writing by requiring too much written work, too rapid and uncensored note-taking, accepting poor written work and the failure to emphasize writing habits already taught. Require only a reasonable amount of written work and accept always nothing less than the pupil's best effort. See that each pupil's writing needs are met as additional demands are made on this tool subject.

Language text. No text has been adopted for use in grades one and two. *Language Training*, by Bryce, has been recommended for the teacher's use in the first three grades, and *The Third Grade Book of the Open Door Language Series*, Houghton-Mifflin Company, is optional as to use by third grade pupils, while the other books of this series are required as basal in grades four to seven, inclusive. ("A Teacher's Guide for the Use of the Open Door Language Series," is also furnished by the publishers free of cost.)

Since the best of textbooks can serve only as a sort of manual or reference summarizing leading principles and furnishing copious illustrations and judicious exercises it will be well for the school to make a collection of approved and graded books to which the pupils may go for further guidance on particular points, but they must carry to this investigation of form and usage a growing conviction that the art of speaking and writing and the science underlying these must develop through the medium of self-expression. "Definite uniform and settled policy as to method and especially as to materials," says Dr. Hosc, "is yet to be developed." Dr. Hosc (continuing) says, "Learning English involves four fundamental processes: hearing, speaking, reading and writing." The practical result is, therefore, three-fold: ability to express oneself, to understand others, and to influence for leadership.

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III. Suggestions in Regard to Method and Procedure.

In addition to a knowledge of child psychology and the mastery of subject matter careful consideration should be given to the correlation and integration of language with other subjects and the teaching procedure. Careful preparation should be made for the effective teaching of the language course as a whole by making provision for each major factor (such as language form, literature, etc.) in terms of its recognized importance and relation to other language factors, other grade subjects, the elementary school as a whole and local environmental conditions. Means should be devised for making language function throughout and beyond the elementary school. The whole school day should be a language period and every teacher and every pupil, of advanced language ability, should be a language teacher in that a language consciousness should be developed which will keep every pupil consciously at work on all phases of his language development.

A. SURVEY OF THE SITUATION

After becoming familiar with the best available teaching and subject matter materials for use in the specific grade subject to be taught a careful study should be made as to language objectives and expected outcomes for the grade and the grade department or the grades just above and below. A careful study should also be made of the language abilities of the pupils to be taught as shown by school records—teachers' marks, standard test results; pupils' work preserved; the pupil's present attitude and practice and his ability to make progress. When this has been carefully summarized and checked against the requirements in previous grades the teacher is ready to outline her course and to make definite subject matter selections, but not until this has been done.

B. INDIVIDUAL DIFFERENCES

Pupils differ mainly as to native ability, home environment interests and educational opportunities. In the grade work pupils differ not only in the grade and the subject matter accomplishments but in each important and measurable phase of each subject. Because of this the teacher should determine the various differences in her group and instruct accordingly, not as "a mender" patching the weak spots only but taking advantage of all the types of differences so as to make possible each pupil's progress at his maximum rate. This will also make possible a more careful pupil preparation of assignments because they will be within his range of interest and his ability to complete, to understand and to appreciate.

C. STANDARDS OF ATTAINMENT

After having established acceptable grade objectives and corresponding and expected outcomes constant checks should be made for de-

termining progress, and the outstanding weaknesses needing special attention. Informal tests may be made by the teacher, groups of teachers, or the supervisor and administered by the teacher, the principal, or the supervisor. The results of these tests should form a part of the pupil's accumulative record. See

Ruch. *The Objective or New-Type Examination*. Scott.
Orleans-Sealy. *Objective Tests*. World.

At regular intervals, and to meet special needs, approved standard tests may also be used to an advantage (see County Testing Program, State Department of Public Instruction), but in all instances if used to their best advantage, must be followed with remedial teaching where shortages are found. For more complete analysis see *Language in Grammar Grades, Introduction, "Usage of Measures and Standards in Language."*

D. METHODS OF SECURING INTEREST

1. *Importance of securing a real situation*

Use a natural and interesting situation such as planning an announcement to be given in another grade, writing a letter to a child who is ill, listing the books read by the group; planning for a play, writing up a field trip, etc. The advantages of such approach can readily be recognized.

2. *Small group activities*

The classroom group should be constantly working in small and temporary groups having special interests or needs in common. Such organization stimulates interest, expedites work, develops leadership, and tends to meet the pupil's individual differences. It also makes the work more attractive to the group as a whole. When a large unit of work is undertaken in a classroom several small groups may well busy themselves with the parts in which these pupils are most interested. Illustrations of small group activities carried on in a classroom at the same time and with unity of purpose in the solution of a problem are: making a product map, looking up references, modeling on the sandtable, painting original sketches, making an illustrative booklet, preparing a chart, reviewing the lives of the people, writing a play, or perhaps outlining a program and selecting characters for presenting the study as an assembly program.

3. *The school exhibit or "Parents' Visiting Day"*

Plan a school exhibit or a "Parents' Visiting Day" to which parents are invited. The children should assume responsibility for the entertainment. They should plan a definite, logical and interesting program, write invitations, announcements for explaining all work exhibited, such as maps, graphs, and projects, and plan for all activities such as receiving parents and directing them to rooms, answering inquiries and making introductions. In many schools this may well be an all-day affair to which parents bring lunch. Regular class work may continue throughout the morning with parents observing both the work and the play, and in the afternoon the pupils may give a program showing various types of school work; e. g., explanations of charts, booklets, etc., showing the use

of cotton, a map showing early settlements and trails in North Carolina, the reading of best liked poems—including original ones; book reviews of special selections; talk on such subjects as: "How we Learned About Cotton," "How we Made Our Tables and Chairs," "Why we Are Healthy," and presenting an original play, song, dance, puppet show, etc.

4. *The opening exercise period*

The classroom or chapel exercises, properly used, offer exceptional opportunities for training in oral language and motive for written work. This is particularly true of rural schools in that it affords opportunity for valuable training of pupils as to how to stand, speak and to act before an audience made up of various grades. Pupils may also be given the full responsibility of planning and conducting assembly programs. When a pupil knows that a unit of class work is to be reported or reviewed in assembly, the work takes on a more decided audience situation and produces better results.

5. *The use of the bulletin board*

The hall or school bulletin board, the property of all, should reflect fresh and interesting work constantly and attractively displayed by each grade. A committee of children from each room in turn may take charge of the general bulletin board, posting material of interest to the school. For example, the seventh grade study of transportation or tobacco production and consumption in North Carolina; while for the fourth grade pioneer life, or how we are fed and clothed. Children should take the whole responsibility for selecting the material, writing any headings, descriptive paragraphs, etc., needed for the general arrangement of the bulletin board.

For the room bulletin board children individually or in groups may be responsible for posting notices, announcements, drawings, writings, etc., and writing any headings needed. Bulletin boards should be carefully criticised and improved by the room group. To supplement this bulletin board in first grade room reading charts giving original stories worked out in class and reproduced by the teacher may be posted, while for the higher grades special exhibits of construction work and collections of materials illustrating special units of work may be shown.

6. *The school newspaper*

The school newspaper may be of great service to language work if correctly handled so as to use the very best work of every pupil and keep the quality and variety of contributions improving. Much can be taught in this way, even though the newspaper is not printed. A mimeograph or a hectograph may be used for making multiple copies. Hectographing lends impetus to good handwriting and so serves a double purpose. It is often a good plan to let more than one pupil make a copy for finished product. Where there is no school newspaper a grade group may issue a newspaper, real or fictitious, such as a bird's newspaper, which will give training in newspaper style, newspaper contributions and pupil leadership.

7. *The "magic" of concrete objects and illustrative material*

Talking about an object which the pupil can hold in his hand and use for illustrative purposes is a natural situation and seems to give encouragement to the most self-conscious. A good beginning point with pupils who are unused to talking may be made by having them bring interesting objects from home and tell others about them, or to tell about something he has done and use objects for illustrating. If the child tells about "A Queer Pin Cushion my Grandmother Gave Me," "How I Made My Radio," "The Knife Santa Brought Me," or "How John and I Made a Bird Trap" and presents the object, he becomes less self-conscious and speaks more freely and other children recall similar experiences and wish to make a personal contribution.

8. *Interesting informal experiences*

No other type of language is richer in possibilities than interesting, informal experiences such as making soap, dressing a skin, painting window boxes, making flower beds, hanging pictures, etc. Practically all the language training in the earlier grades is done by capitalizing on such experiences. These are particularly valuable from the standpoint of vocabulary building and sentence structure. The pupil meets new terms in handling the materials used, and through the wide reading which is often necessary in order to learn how to carry out a project as a part of a large unit of study. The situation stimulates thinking, as is clearly shown by the questions asked during such a period. Many opportunities for exercising judgment in a natural situation arises; e. g., "What shall we use in substitute for real skins for covering our drums? Who can best advise us about this matter? Will it be cheaper in the end? Could we dress the skins ourselves if we bought them from a trapper? What would they cost?" Such questions form a basis for lively discussion both among the group and in smaller groups. The definite knowledge which comes from having taken part in the activity leads to clearness and to proper sequence in oral and written reports based on such concrete experiences. The pupil who has studied the manufacture of cloth, has visited a local plant and has written an account of the trip finds it much less difficult to organize than he would a talk on an imaginary experience such as "What I Would Like to do Next Saturday."

It is of great importance, therefore, that the work for each grade be based on child needs and child interests, centering around a few major topics common to the group and lending to child activity. As language needs in a formal way develop each can be taken care of, and the teacher should see that situations are such as will provide for sufficient training in all language forms expected of her group or grade.

9. *Sharing work with other grades*

Work which has been particularly enjoyed may be shared with other grades. If a pupil gives a talk, a book review, an original story or poem of unusual interest, a note may be written to another class either inviting them in or telling them that a pupil will give

his talk in their grade if they wish. If the offer is accepted, the pupil goes into the grade to give his talk, is introduced, and at the end of his talk gives an opportunity for any of the group to ask questions. The informal discussion which follows may be made to bring out many valuable attitudes such as asking questions from a sincere desire to know, and willingness on part of the speaker to admit that he does not know.

A similar practice with groups of pupils may be carried on in doing grade units of work. For instance, a third grade may tell a fourth grade about an interesting study of bees which they have carried on. In preparing to talk to others and especially younger pupils, any group or grade may well keep the following points in mind:

- a. Plan a beginning which will interest the children in the talk.
- b. Work out an explanation for any unusual terms so that all, and especially the little children, can understand.
- c. Make the time short.
- d. If practical, use objects for illustrating.
- e. Give the listeners opportunity for asking questions and encourage them to do so from time to time.

10. *Putting work in permanent form*

The making of a class story book; a record book to preserve interesting subject matter in science, history, geography, or health; a book of original poems; posters; school and grade newspapers; diaries; etc., furnish interest and valuable training in language. (See other subject matter courses for additional suggestions.)

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IV. Organization of the Course.

In the preparation of the course by grades the general abilities, instincts, interests and activities of children have been taken into consideration in order that initiative and self-control may be developed. The complexity of present-day life is also recognized and an attempt has been made to provide for numerous situations wherein the pupil may learn to coöperate, to have and to use the finest social spirit and eventually to develop right ideals along with a comprehensive good will and the mastery of essential knowledges and skills. The objectives set up and the subject matter suggested are those that will likely contribute to the realization of these purposes—more specifically stated in the expected outcomes by grades. Suggested method and procedure in teaching and learning are emphasized to the exclusion of simply "hearing lessons." These forms of instruction appear especially significant in all learning situations involving habit formation, and it is believed that the recommendations

herein provided are in harmony with the findings of modern educational psychologists.

A. TIME ALLOTMENT

The most effective instruction is that which centers attention on the pupils and their needs rather than the subject matter and the time to be used. If pupil needs are to determine what is to be taught, the subject matter lines become faint and over-lapping. For this reason no one is able to say just how much time should constitute a language lesson period, a day's work or a week's work; but certainly such time and attention should be given as will insure rapid growth and in equal proportion to learning in other subjects. Since language is of great importance within itself and is a controlling factor in growth in other subjects, it seems that too much time and attention can scarcely be given to language. The enriching of the language course automatically tends to reduce the needs in other subjects.

The relative proportion of time to be given to oral and to written composition is also an indefinable term, but may be estimated in terms of the best available research. Moore, Sheridan and Mahoney, as a result of their investigations have set up on a percentage time bases the following proportions for oral and for written work:

	<i>Oral Range</i>	<i>Written Range</i>
First Grade	100%	00%
Second Grade	75-90	10-25
Third Grade	75-80	20-25
Fourth Grade	50-75	25-50
Fifth Grade	50-66	34-50
Sixth Grade	50-66	34-50
Seventh Grade	50	50

The relative proportion recommended above does not indicate the total amount of time to be given to the language course; neither does it show the relation of composition to the teaching of literature which is essentially a part of both the language and the reading course and closely related to and a part of other subject matter courses such as history, geography, science, health, etc. However, with a broad selection of literature, language texts, pictures, pupils' general reference material, practical and interesting language topics an integrated course should be developed which will insure for language approximately one-fourth of the pupils' total time in the first three grades; and range with the advancing grades from one-fifth to one-sixth of the pupils' total school time.

B. AIMS AND OBJECTIVES

Aims and objectives for the various grades are the result of suggestions from many sources, in keeping with accepted language authorities as to grade essentials, and thought to be based upon the needs of the elementary children of the state. These are recommended for use and revision in order that language objectives may be set up which should go into a still more scientific course of study as course of study-making is carried forward.

The teacher as a contributor to this work should constantly question, evaluate, revise and enlarge upon the suggested objectives for her grade and other grades, and report same to a language committee when she thinks she has an outstanding contribution to offer.

C. MATERIALS

In the set-up by departments and specific grades suggestions are offered as to material available for wholesome stimulation of both pupils and teacher through reading and through natural situations arising in the group from time to time as based on pupils' interests, experiences and needs. These are expected to produce conversation, composition, letter-writing, memory work, dramatization, creative work and a desire for more and richer reading experiences. Specific suggestions are made as to desirable readings and interesting topics and subjects to be handled. The references, however, do not represent either the minimum or the maximum grade essentials, but offer pupil and teacher leads which may help the teacher to recognize and provide for pupil differences and to develop the strongest possible language powers and qualities on the part of all the pupils.

The references are intended more as reminders of the breadth and possibilities in language rather than as requirements to be met. The successfully ambitious teacher will use most of the pupil and teacher references and much in addition. She will also systematize the work as to plans and teaching so as to include the various phases of language and have at all times an adequate record and a sane evaluation of the accomplishments of the group and of individuals, as well as plans for future work with the group.

D. METHOD AND PROCEDURE

Suggestions regarding the method and procedure are intended to offer guidance and stimulation which will not only reasonably assure successful outcomes, but lead to an abundance of additional and desirable undertakings which the teacher will record, and from which she will select the most successful to report to the language committee as her contribution to the further improvement of the teaching of language.

The present recommendations are made in the light of two existing methods of teaching language and the modifications of these: (1) language for language's sake—the formal type based principally on the mastery of grammar, the tools of writing, and memorization, all of which require a great deal of drill and often without interest; (2) the more democratic and progressive approach to education as a whole and language in particular which would make definite provision for subject matter mastery, standards of accomplishments (attainments, objectives, outcomes, etc.) and a differentiated and integrated course built on the needs, interests, and abilities of children in the present and probable future. This would recognize the child and his needs as of greatest importance and all other things as possible contributing factors. It also provides for the unification of subjects in the form of projects, large units of study and activity programs, tending toward a child-centered school.

A modification of the two extreme types of instruction attempts to provide for an interesting, democratic and scientific approach which will cause the teacher to experiment and discover for herself such principles as she can successfully put into practice. Specific grade and topic illustrations are given as suggestive only. These cannot be

re-taught as outlined and made as effective as when the problem or problems originate with the pupils and teachers. These, however, serve as suggestive procedure and means of organizing and evaluating the work.

The method and procedure outlined provide for a frequent analysis of the pupil ability and accomplishment in terms of the results of informal and formal tests supplemented with other information which may be available concerning the pupil. References and illustrations are also given in an attempt to meet the various grade needs.

As a guide to effective language growth it is suggested that approved standards of attainments within a subject or for a special phase of the subject (such as letter-writing, making an oral talk, etc.) may be worked out by pupils and teacher for grades or group mastery. See illustrations.

E. OUTCOMES

Those listed for the primary and the intermediate grades as well as for the specific grades are thought to be the most essential and that which may be expected in terms of the former suggestions. The teacher should give very careful consideration to these, but never teach them as such. To do so narrows growth and defeats the purpose. Use the expected outcomes only as a means for evaluating pupil and teacher effort and modifying instruction to insure broad and satisfactory development.

F. REFERENCES

References are given to substantiate recommendations and to conserve space where a more complete treatise is desired. (See pages 125, 130, 139, 177.)

PART THREE: LANGUAGE IN THE PRIMARY GRADES

INTRODUCTION

Many of the misfits in adult life seem to be traceable to the lack of a wholesome environment and proper guidance during the early years of childhood. The child who fails to develop into a desirable adult is often one who has not been able to live completely and profitably in a world of his own. In order to make such a life possible in school there must be a gradual and harmonious transfer from the life in the home to life in school and a blend of the two during the pupil's school life.

The home environment, human interests and abilities of pupils differ so widely that it becomes necessary for the teacher to take this into account and guide and instruct accordingly. She should strive for the development of a *desire* to talk well, an *ability* to do so, and an *understanding* and *appreciation* for *good grade literature*. In order to do this definite time must be provided, an atmosphere of ease must be in evidence and the teacher must have something suitable to offer pupils in the form of conversation, stories, rimes, pictures, song, dramatization and games. Reading material for pupils' own use should be provided as early in the first grade and in the other grades as the pupil's mastery of reading mechanics will permit, along with definite help in the use of same.

The language work of the first grade should be informal, though a regular period is set apart for training in both oral and written work and the use of literature (in connection with the reading course). Specific training should be given in listening.

In the second grade should come a more decided ability to tell a story in sequence, give a short description without irrelevant detail, and to construct complete sentences and brief paragraphs with aid and suggestions from the teacher. Written work should be introduced frequently, but sparingly, and under close supervision. Pupils should read for themselves and discuss stories, rimes, poems, etc., in this grade.

In addition to strengthening the work of lower grades the third grade should have decided training in paragraphing, letter-writing, in making simple outlines as guides, in relating experiences in the use of new words found in reading and words needed for expressing thoughts and in listening to others.

Since no language text is to be in the hands of pupils and practically no formal language is to be taught as such during the first three years the work of the first three grades should be considered as a unit with such demarcation as may be necessary in order to distinguish one year's work from that of another and in order to aid the teacher in checking on the pupil accomplishments and evaluating the results of her own work.

1. GENERAL OBJECTIVES

- a. To create an appreciation for the best in nature, literature, and art.
- b. To train in effective conversation, story-telling and dramatization.
- c. To train in effective listening.
- d. To establish certain skills in the use of language forms.
- e. To encourage creative language work along the lines of individual ability.

The development of these will necessarily be gradual but should be in decided evidence on the part of all the pupils by the time they have completed the general school requirements for the first three grades.

2. THE CONVERSATION PERIOD

The conference period affords an excellent opportunity for emphasizing oral expression. This period should be so organized that it becomes a true conference in which the pupil actually talks and has an opportunity to tell his experiences. It should be a social period in which the discussions are most informal. The half circle formation with the pupils facing the teacher seems to be the best arrangement for small groups of young pupils. It is important that each pupil be placed so that he is physically comfortable. The teacher should have at all times a pleasing, clear, and well-modulated tone of voice, a command of good language and an appreciation of good books and poetry. She is the standard that the children imitate. If her voice is of good quality and her language correct, these characteristics will become evident in the speech of her pupils.

The requirements insisted upon during the conversation period should be those in use outside of school. It is not always necessary for a pupil to rise or stand erect while talking to the group. He should, however, refrain from touching any object except for purpose of

illustrating. The social situation determines the fitness of any given response and the teacher should help pupils to make habitual those responses which contribute to the pleasure and comfort of all. The position when addressing a group is quite different from that of speaking to a small social group. The conditions of ordinary conversation should prevail as far as possible in the classroom, and in all work there should be an atmosphere of enjoyment and friendship.

Every subject in the curriculum correlates naturally with language. Conversation may occur, follow and be based on the outcomes of any other subject matter period. At this time the work and results of the period are discussed, and criticisms and suggestions for improvement are offered by the children.

The pupil's training in oral language begins when he has an experience he desires to express and share with others. In order to help the pupil grow in ability to communicate ideas, the teacher should encourage him to talk and to listen, and to ask and to answer questions with all possible freedom.

Pupils should practice wholesome and constructive criticism of one another's work in terms of definite measures such as may be worked out in class and adopted for use. Example:

Did the speaker stand erect, at ease and so as to be seen by the group?

Did he use a pleasing voice?

Did he speak so as to be heard by all?

Did he have a good beginning sentence?

Did each sentence help to explain the thing he was talking about, and follow in good order?

Did he have a good closing sentence?

Were his words well-chosen?

Was his language correct?

These may be more brief for first grade and made available in chart form with provision for checking pupils' scores at intervals.

3. STORY-TELLING

Story-telling offers rich opportunities for language growth. Although stories are told for the enjoyment they give and for their value in forming good taste in literature, they also increase the vocabulary, give wider experience, and aid in following a sequence.

When selecting a story to tell to children it is well to keep in mind that the stories they enjoy most are those that have three common characteristics. First, the story should be full of action. Children are not interested in detailed explanation; they want stories that tell what people do and say. Second, the story should contain elements familiar to the every-day life of the child. Third, there should be some degree of repetition. This is not an absolute requisite, but it is one of the desirable qualities.

The old folk tales and rhymes are well-suited to the needs of the younger children. Although a selection may be appropriate, it is of little value unless the teacher appreciates good literature, feels the charm of the story, and knows the story well. This does not mean that the teacher must memorize the story, but that she should read the story over and over until she knows the essentials and the order

in which they occur. Sureness, ease, and freedom in telling a story come only from complete mastery.

Reproduction of stories should not be forced but should come voluntarily from the pupils. When a pupil volunteers to reproduce a story he shows confidence in himself and indicates that he knows the story and has the vocabulary to reproduce it. After a pupil has finished telling his story, the teacher may comment upon the good points. By this means he becomes acquainted with standards and learns the desirable points essential to telling a story well. Since stories are told for pleasure, avoid emphasis on speech errors. Speech errors should be noted for future reference in planning corrective measures for the individual child. (See suggestions in reading in grades one and two.)

4. DRAMATIZATION

Dramatization is a language exercise in which children have an opportunity to express themselves in a natural and spontaneous manner. The dramatic play most valuable to primary children is that which represents their own experience or the experiences of people in their environment.

When pupils are very familiar with a story, they may dramatize it. Stories for dramatization should be full of action and have many possibilities for representation. The pupils and not the teacher should bear the responsibility of deciding the following: which story is a suitable one to play; what should be done in order to play the story; what characters, setting, and properties are necessary for the play; what pupils are best suited for the different characters; what should be used for costumes and properties; what acts and scenes are necessary; and what the characters should say or do. A pupil's own interpretation, though crude, is preferable to a finished result which is obtained through too much drill or assistance by the teacher.

Dramatization aids the child to think through one unit of thought, and to combine those thoughts into a whole by following a proper sequence. Through dramatic play pupils incorporate into their own speech some expression and words of real value and thus secure a training in oral language and literary appreciation which cannot be obtained in any other way.

5. SPEECH ERRORS

The correction of speech errors deserves careful consideration. A study has been made showing the most common speech errors occurring through the grades. Of the total number, verb errors made up a very large proportion. The misuse of pronouns is also responsible for a great many more. To enable teachers to attack this problem more effectively a distribution has been attempted allotting certain speech errors to the content of each grade. The teacher should stress the correcting of errors in the present and preceding grades.

At the beginning of the school year the teacher should make a survey in order to determine the gross errors of the pupils of her class and plan her work accordingly. When the teacher has discovered that certain incorrect forms are common, the children can be made conscious of them by degrees and effective drill exercises which should follow. The teacher should select from the language games those that furnish

opportunities for teaching correct forms and secure whole-hearted language expression in which the pupils' interests and needs are most evident.

6. VOCABULARY BUILDING

In language training, nothing is more important than helping the pupils to know the value of using well-chosen words. So much depends on what they hear and understand that a good example set by the teacher is worthy of emphasis. Each week the teacher should definitely plan to use new words. This will increase the hearing vocabulary of the pupils. Curiosity is aroused in hearing a new word. An attractive room chart or dictionary may be made of new words. The teacher should be careful to explain meanings of new words and encourage inquiries. With extra emphasis and careful suggestion the word becomes part of their speech vocabulary. (See suggestions in the spelling course for training in the use of the dictionary as given for grades 4-7 inclusive.)

7. WRITTEN COMPOSITION

It is well to note how the transition from oral to written composition is made so that whatever facility the pupil has acquired in oral expression can be transferred readily to the written form. Written composition involves the additional factors of handwriting, spelling, punctuation, and capitalization. While the pupil is acquiring these skills his mind must be partly occupied with them. Through previous discussion he should have become thoroughly familiar with the ideas which he is to write so that the process of recording thought will not be retarded by the necessity of clarifying ideas.

A large part of the written composition in the early primary grades can best be accomplished through group work. Pupils should be encouraged to compose their own accounts of class activities. The teacher should place these individual contributions on the blackboard or bulletin board newspaper, and have some pupils copy many of the contributions and all pupils copy some of the contributions during and after the second half of first grade. This plan makes written records possible before the skills are mastered, and this early study in composition is a means by which pupils recognize the need for language forms in written composition. The correct use of these in their own compositions will turn attention to those occurring in the reading and make them more meaningful.

There is a need for written expression in the lives of pupils in the primary grades, and opportunity for practice occurs daily. This may be for the pupil to write his own name, to label a picture, or to write a simple sentence. Plans growing out of class activities call for brief records which offer natural occasions for learning to write simple sentences. The pupil who has been taught to speak in complete sentences will have acquired mental images, helpful in writing. If pupils keep a record of daily happenings, a clear concept of the simple sentence and an idea of paragraph unity can be well established by the end of the third grade.

All written work should be carefully supervised. If pupils do not have too much written work and all is carefully supervised, correct writing habits may be attained quickly. Pupils should be encouraged to ask for the spelling of unfamiliar words. The teacher should write these on the blackboard and later use them in spelling if they are likely to be needed in the regular written work of the grade. If a paper fails to show needed punctuation the teacher may have the pupil read what he has written and ask him how he can make the meaning clear. No error should be allowed to pass unnoticed, but should receive immediate correction. Quality not quantity should be the aim in all written work.

8. POETRY*

Poetry is one of the arts and like all the arts, in order to enjoy it fully, there must be training in appreciation. Young children are naturally fond of rimes and simple poems of childhood. These should be used freely, not only to awaken a sincere appreciation of the beautiful in verse but to afford excellent language training. There is probably no other way by which a full, pure vocabulary can be acquired as readily as in memorizing poems.

A teacher should, first of all, be able to present a poem adequately. In order to do this, she must heartily appreciate both its ideas and the harmony and beauty of the language in which the ideas are conveyed. She must be able to act as an interpreter, penetrated by the poem and forgetting self in the endeavor to convey to her listeners the message of the poet.

Method of Teaching a Poem

a. *Preparation*

- (1) Teacher's preparation: The teacher prepares to give the poem.
- (2) Preparation in class: An atmosphere for the poem is created by the use of pictures and by using the pupils' experiences which are related to the poem. A motivation is given which will make pupils eager to learn the poem.
- (3) Teacher recites the entire poem for greater comprehension and appreciation.
- (4) The "whole" method is used in memorization. In learning a poem when verbatim exactness is required, time is saved by employing the "whole" method. A poem has one simple theme, a unit made of connected thoughts. By the "whole" method, the selection is studied logically for main and secondary ideas. The poem is repeated until thoroughly known. The element of enjoyment should be kept throughout the memorization.

b. *Study of parts*

After pupils have gained an understanding of the whole poem, they are ready to analyze whole thoughts.

c. *The new whole*

The poem is recited again by the teacher who gives careful attention to thought-phrasing, vocalization, enunciation and pronunciation. Pupils get the whole poem from hearing it many times. A complete unit of thought should be used as a basis for memorizing if it is necessary to divide the poem into parts.

d. *Follow-up work*

This may come from reciting the poem or best liked parts, re-reading, copying, selecting and using choice words and illustrating with drawings, dramatizations and pantomimes.

*Adapted from Minnesota Curriculum for Elementary Schools.

9. TEACHERS' READING AND REFERENCE. (See references given in Part Two.)

Bryce. Language Training. Newson.
 Scott and others. Teachers' Manual for Use of the Open Door Language Series. Houghton.
 McConathy and others. The Music Hour Series, Grade 1-7. Silver.
 Barnes. Types of Children's Literature. World.
 Barnes. The Children's Poets. World.
 Gardner-Ramsey. A Handbook of Children's Literature. Scott.

FIRST GRADE

The language work for this grade has been outlined under the following heads:

1. Suggested first grade objectives (such as the teacher may have in mind in teaching).
2. Subject matter and activities (which should help to realize these objectives).
3. Procedure (such as many teachers have found satisfactory in teaching).
4. An illustration of a reading unit as a basis for language work.
5. Expected first grade language outcomes (in terms of the former recommendations).
6. References.

Much of the detail of the work as well as the accomplishments in the grades remain with the teacher. She should plan her work carefully and keep full records (with illustrations) of accomplishments. The best contributions should be submitted to a language committee for use in the further revision of the course.

I. Suggested first grade objectives.

1. To provide opportunity and suitable material for the development of spontaneous oral language.
2. To develop ease and freedom of expression directed to a realization of things within the pupil's experience worth saying.
3. To increase each pupil's vocabulary through group discussions and other experiences.
4. To encourage in pupils clear enunciation, pronunciation and pleasing expressive tone of voice.
5. To establish correct practice in the oral and the written language suited to first grade.
6. To train children in the use of courteous forms of speech as "Excuse me," "Thank you," etc.
7. To develop appreciation for a good story, poem or picture.
8. To arouse or stimulate imagination and desire to create through many avenues of expression.
9. To develop ability and desire to plan and participate in a simple dramatization.
10. To develop power in the habit of good attention.

II. Subject matter and activities.

A. MATERIALS

No language text is required of the pupils in this grade. The teacher's text, "Language Training" by Bryce, and the "Teachers' Guide for the use of the Open Door Language Series" suggest procedure based on the use of various kinds of good reading material. This material should have literary value, be composed of stories, rimes, ballads, poems, pictures and songs and be of first grade interest. Much should also be of first grade reading difficulty. The material should include: (1) reading matter for teacher's use in selecting and preparing a story, poem,

rime, etc., to be given to the pupils; (2) reading matter which the pupils can learn to use during the year. The picture books and Mother Goose rhymes should be introduced early in the year and supplemented with stories, rimes, etc., given by the teacher. See

Bryant. *How to Tell Stories to Children*. Houghton.
 Bryant. *Stories to Tell Children*. Houghton.
 Wiggins-Smith. *Tales of Laughter*. Doubleday.
 Baily. *For the Children's Hour*. Milton.
 Drakeshill. *The Story-Teller's Book*. Rand.
 Curry-Clippinger. *Children's Literature*. Rand.

The actual amount of reading matter to be used should be determined by the teacher and by the particular needs of the class. Some may read for themselves twelve or fifteen books and special selections in still others, all of which will insure a knowledge of a large number of stories, Mother Goose rhymes and poems, while others, pupils will do well to be able, at the end of the year, to reproduce eight or ten stories and an equal number of rimes and poems—the minimum promotion level.

For leads into the various kinds of material see lists at the end of this outline, the home reading list by grades, pages 679-681, in Curry-Clippinger's *Literature for Children* and the N. C. E. A. State approved library list for elementary and high schools. The reading material used in all first grade school subjects such as reading, health, etc., may be considered language material because all reading and speaking is language expression and should be approached in terms of generally accepted standards in language.

B. ACTIVITIES

The activities should be many and varied. They should come as spontaneous expressions of the pupils' daily interests and be kept in his realm of thinking and experiencing. The activities should be of such nature as to aid the child in assimilating and using both the home and the school experiences in meeting new situations. These may include:

Talking with the teacher and with the group.

Saying the names of other children, plants, things in the room, members of the family, counting, the days of the week, etc.

Asking and answering questions with regard to things and persons of interest.

Planning for parties.

Carrying messages to the principal's office, other classrooms, to the parents, to sick ones, to one in charge with assembly.

Holding telephone conversation and imaginary conversation.

Repeating correct language forms, especially as found in language games.

Hearing and telling interesting experiences at home or school; during a visit; because of a surprise or accident; or following an observation based on birds, flowers, trees, animals, weather calendar, aquarium, sandtable construction, or other pieces of construction work done in class.

Hearing and telling about other things: Our helpers—policeman, postman, fireman, grocer, etc.; special days—Thanksgiving, Hal-low'e'en, Christmas, Valentine's Day, Easter, Declaration Day, and birthdays; street experiences—an accident on the street, meeting and greeting people, going to a fire, going on excursions and trips.

Re-telling stories and incidents and reciting riddles, rimes and poems.

Dramatizing stories and incidents heard, stories read, and incidents observed.

Describing and discussing interesting pictures.

Preparing and presenting a puppet show.

Labeling objects with one's own name to denote ownership or with the name of the article.

Discussion and copying seasons' greetings from the teacher's black-board production of the group discussion: Christmas, New Year, Valentine's Day, Easter, Mother's Day.

Determining and writing (copying) for the bulletin board special notices, rimes, names of posters, etc.

Writing titles to or names for booklets, pictures, exhibits, posters, stories, etc.

Singing songs and Mother Goose rhymes.

Memorizing rimes, poems and songs.

Giving directions and dictation.

See standards for judging an activity, page 168, and Classroom Teacher, Vol. III, page 181.

III. Procedure.

Before attempting to teach for the sake of gaining knowledge, substituting correct for incorrect speech, reading books, etc., an initial period of strictly informal classroom work is necessary for the purpose of giving the teacher time to know her pupils, their experiences previous to entering school, their home environment, their native ability and personal interests. This also makes provision for the pupil to adapt himself to school, make an association of home and school experiences in meeting new situations and to respond in a normal way. Changing from the home to the school environment may at first produce either of the two conditions: (1) an excitable nature which causes the pupil to speak excessively and incoherently, or (2) a shy and retiring nature with a tendency to refrain from talking. The teacher should watch carefully to detect such conditions and try to develop naturalness on the part of all. As this is done through informal conversation, the teacher's telling and the pupils' re-telling and discussing stories, the teacher learns more of the individual differences and makes plans for meeting these. When sufficient understanding has been gained, she should group pupils in terms of common needs and cause them to choose such activities as will contribute to specific language growth. These should result in well-directed pupil initiated conversation, story-telling, listening, re-telling stories, dramatizing, memorizing, singing, writing and drawing, especially for illustrative purposes. See introduction to primary grades, page 133, for more complete discussion of these.) Topics may be developed in the field of nature study, reading, industrial and fine arts, music, social studies, physical education and health. These should show an integration of subject matter and receive full treatment as language development regardless of the situation in which they appear.

A. ORAL COMPOSITION

1. TOPICS FOR ORAL COMPOSITION

a. *Excursions to places of immediate environment*

(1) Parks. Looking at birds, animals and shrubbery. Playing games and eating lunches.

(2) Post office

Mailing letters or packages.

Buying stamps.

Making a post office at school.

- (3) Grocery store
 - Seeing things on the shelves.
 - Visiting the storeroom, butcher, etc.
 - Watching clerk at work, making change.
 - Buying groceries.
 - Making a toy grocery store at school.
- b. *Special occasions*
 - (1) Holidays—Christmas, Thanksgiving, Decoration Day.
 - (2) Birthday parties
 - Preparing luncheon.
 - Making and using decorations.
 - Playing hostess or guest.
 - (3) School festivals, pageants, fairs, and special visiting days.
 - (4) Working out and conducting a circus, fair, or an out-door movie.
- c. *Picture and story books*
 - (1) Telling what is seen in pictures.
 - (2) Describing an original drawing based on a picture observed.
 - (3) Repeating rhymes, based on pictures.
 - (4) Originating rhymes and stories.
- d. *Informal dramatic play*
 - (1) Playing store.
 - (2) Playing movies.
 - (3) Playing policeman.
 - (4) Playing postman.
- e. *Transportation*
 - (1) Obtaining merchandise.
 - (2) Sending merchandise from distant places.
- f. *Nature*
 - (1) Plant life
 - Observing growth and development of plants from seeds.
(These may be grown at school.)
 - Recognizing common fall and spring flowers and how they grow.
 - Observing trees.
 - (2) Animal life
 - Pets—care, habits, food, value to us.
 - Birds—color, size, nature, etc., and how birds are fed and cared for in the nests.
 - Weather—observation of conditions and interpreting from time to time weather chart kept by the class.
- g. *Music*
 - (1) Discussing songs.
 - (2) Making verse for original song.
 - (3) Discussing costume for musical performance and parts for each person to play.
- h. *Hygiene, health and safety*
 - (1) Necessary preparation for eating
 - (2) Best kind of food to eat.
 - (2) Correct way to eat.
 - (4) How to take exercise.
 - (5) The care of personal clothing.
 - (6) Obedience to traffic policeman.

2. DEVELOPING TECHNIQUE THROUGH ORAL COMPOSITION

Through conversation, story-telling and other phases of the language work the following should be emphasized:

- a. Making clear and complete statements as in giving directions, giving accounts of experiences, telling stories clearly enough to hold the attention of the group.
 - b. Keeping to the point or thought under consideration.
 - c. Speaking in connected sequence. (This should be interpreted to the pupil as making his story interesting and straightforward.
 - d. Using the right words. (This demands a broad and growing vocabulary and an ability to choose words in terms of thought to be expressed.)
 - e. Speaking with a well-modulated and controlled voice so the entire group can hear. (The development of voice control and thoughtfulness on the part of the speaker will aid here.)
 - f. Having a gracious and natural manner.
- (See introduction to primary grades, page 135, for attainments.)

B. WRITTEN COMPOSITION

Very little written work should be required in this grade, and this should be confined principally to copying either on the blackboard or from the teacher's writing on the blackboard. The pupils' writing should be based on a felt need for such and preceded by conversation and dictation to the teacher, who writes on the board the things the pupil or pupils may wish to copy as an invitation, announcement, note of thanks, request, names, etc. If a pupil brings an interesting object he may, with the teacher's help, write the label giving the name of the article or the pupil's own name. Pupils should learn to write their names correctly from memory, but should have a model at first, and may keep such for constant reference. (See Part Five, Composition Standards, page 211, and The Classroom Teacher, Vol. III, pages 3-103.)

The language forms necessary to correct practice in all written work undertaken in first grade should be taught as needs arise. These will be confined principally to:

Capitals for beginning sentences and proper names. (It is not necessary that pupils learn technical rules, but to know the differences between capital and small letters and to know that capitals are to be used in specific words included in their written work.)

Periods following a statement.

Interrogation point (question mark) following a question.

Writing; full, uniform and connected letter formations for all words.

Proper spacing on paper to "look well." (This will include the proper spacing of the salutation, signature, and the observation of proper margins.

C. LANGUAGE FORMS

Remedial work in the form of language games should be given constantly and with a definite purpose in mind each time as a means of substituting correct for incorrect speech. This will be necessary for the choice, the enunciation and the pronunciation of words, and should be based on the needs as discovered by the teacher. She will find that one group needs one type of drill while another group needs another and that there are common needs of the class to be met, especially in vocabulary building. See reading outline for vocabulary building. Give special attention to the proper use of

may and can

"he and I" (using the second person first and the first person second.)

words ending in *ing*
 "where" not "whar"
 "ain't chu" for "aren't" or "are you"

D. LITERATURE

1. *Stories*

- a. Pupils may be expected to become familiar with twelve or fifteen good stories and ready to reproduce the majority at any time.
- b. Examples of well-selected stories. (This list is not to be interpreted as minimum essentials):

The Boy Who Cried Wolf. Stories to Tell Children. Bryant.
 The Gingerbread Boy. Stories to Tell Children. Bryant.
 The Straw Ox. Tales of Laughter. Wiggins-Smith.
 The First Thanksgiving. Story Hour. Wiggins.
 Little Black Sambo. Little Black Sambo. Stokes.

(See list of story books, Section VI, at end of outline, and the introduction to primary grades for suggestions in the use of stories.)

2. *Poetry*

- a. Pupils may be expected to become familiar with twelve or fifteen attractive rimes and poems and memorize those which make most personal appeal.
- b. Examples of attractive poems:

My Shadow. A Child's Garden of Verse. Rand.
 Jack and Jill. Mother Goose. Stokes.
 Little Jack Horner. Mother Goose. Stokes.
 Little Bo-Peep. Mother Goose. Stokes.
 The Lost Doll. Iroquois Book I. Iroquois.
 The Little Kittens. Iroquois Book I. Iroquois.

IV. Language growth through unit teaching of reading.

(Reading parties furnish a social situation through which parents become acquainted with actual classroom work and children share their joy in accomplishment with their parents. This material is adapted from a series of reports from classroom teachers and suited to first grade. While no part is labeled language, practically every step has language value.)

A. HOW THE UNIT OF WORK ORIGINATED

It is natural for a first grade pupil to want to show his reading book to his parents. This is not always desirable as it leads the parents to read the stories to the child, thereby lessening the value of the material for classroom teaching.

In order to satisfy the children and not exhaust the reading material, the teacher suggested that the class have a reading party at school for the parents instead of taking the books home.

The children were eager for a party and began to make their plans.

B. HOW THE WORK WAS DEVELOPED

The children reviewed the stories they were able to read.

They decided which stories should be read to the parents.

They decided which of these stories should be dramatized, as they were read, different children taking the parts of the different characters.

They decided which of the selected stories should be read by individual children.

They decided which child should read each part. (All children were included.)

They selected "The Three Little Pigs" to be presented as a movie.

They decided the stage properties needed.

They found or made the properties needed.

They decided to sing some songs for the parents.

They decided, with the teacher's help, to have refreshments.
 They decided what refreshments were possible to prepare and serve without a kitchen.

They wrote invitations to their parents.

They decorated the room with autumn leaves.

They chose one pupil to announce the program.

They organized and gave the following program:

Songs by the class: "The Magic Tree," "The Three Rules," "Goldenrod Plumes."
 Story: "The Wee, Wee Woman."
 Story: "The Kittens."
 Song: "The Four-Leaf Clover."
 Story: "Little Piggy Wig."
 Movie: "The Three Little Pigs."
 Story: "The Poor Shoemaker."
 Song: "The Bells."
 Story: "The Little Tin Train."
 Play: "The Three Bears."

(About three weeks were spent on this unit of work.)

C. OUTCOMES IN TERMS OF THE CARDINAL OBJECTIVES

1. *Social relationships*

- a. Team work in planning the program and presenting the program and serving the refreshments.
- b. Conducting one's self as host or hostess.
- c. Gaining confidence in dealing with one's fellows.

2. *Self-expression*

- a. Dramatization of "The Three Bears."
- b. Drawing and painting for "The Three Little Pigs."
- c. Oral reading of several stories.
- d. Songs.
- e. Social contacts in meeting and introducing their parents.

3. *Critical thinking*

- a. Selecting the stories to be read, dramatized or presented as a movie.
- b. Deciding which pupil can best take each part.
- c. Deciding what properties were absolutely necessary.
- d. Giving constructive criticism at rehearsals.

4. *Knowledge and skills*

- a. Practice in interpreting stories for others.
- b. Writing invitations.
- c. Making pictures and captions for the movies.

V. Suggested outcomes for first grade.

1. Ability to relate a simple experience correctly and with some originality of expression.
2. Ability to effectively deliver a simple message.
3. A constantly developing and enriching vocabulary.
4. Correct usage of all language forms most common to first grade and including:
 - a. Two or more forms of speech mis-used at beginning of term.
 - b. Correct use of capitals when writing sentences, names of people and the pronoun *I*.
 - c. Correct use of the period at the end of a sentence.
5. Ability and practice in the use of courteous forms of speech: "Thank you," "Excuse me," etc.
6. Appreciation of stories, poems, and pictures suited to the pupil's age.
7. Ability and desire to participate in simple dramatizations, rhymes and other creative work suited to first grade interests and practice.
8. Ability to listen attentively where pupils are expected to give attention.

Careful checking for the realization of the outcomes may be made by the teacher or teacher and supervisor working together during the year. The results for each pupil should become a part of his accumulative record. A simple and effective chart for checking attainments over a period of time may be made by listing in column form at the top of a sheet of paper the things on which the group is to be checked and at the left side of the sheet extending down a list of the pupils. At regular intervals of a few weeks or a month record on the chart each pupil's progress by inserting statements giving evidence of progress and final check when accomplishment has become satisfactory.

VI. Reference for pupil material. (For teaching helps see pages 125, 130 and 139.)

STORY BOOKS

Grade

- 1-1—Brooke. Johnny Crow's Garden; a Picture Book. Warne.
- 1-2—Caldecott. Hey Diddle Diddle Picture Book. Warne.
- 1-3—Cox. Brownies, Their Book. Century.
- 1-3—Crane. Old Mother Hubbard Picture Book. Dodd.
- 1-2—Field. An Alphabet for Boys and Girls. Doubleday.
- 1-2—Greenaway. A-Apple Pie. Warne.
- 1-2—Adelborg. Clean Peter and the Children of Grubbylea. Longmans.
- 1—Bannerman. Story of Little Black Sambo. Stokes.
- 1-3—Gabriel. My Book of Cats and Dogs. Gabriel.
- 1—Grover. Sunbonnet Babies' Primer. Rand.
- 1-3—Orton. Little Lost Pigs. Stokes.
- 1-2—Smith. Chicken World. Putnam.
- 1-3—Williamson. A Monkey Tale; Pictures by Berta and Elmer Hader. Doubleday.
- 1-3—Rae. Children at Play in Many Lands. Volland.
- 1-2—Dunn and Troxell. Baby Animals. Row.
- 1-2—Potter. Peter Rabbit. Warne.
- 1-3—Read. Grandfather's Farm. Scribner's.
- 1-2—Tippett. This Singing Farmer. Warne.

POETRY

- 1-4—De La Mare. Peacock Pie. Holt.
- 1-3—Le Mair. Old Nursery Rhymes, No. 2. McKay.
- 1-3—Lofting. Porridge Poetry. Stokes.
- 1-2—Mother Goose. The Little Mother Goose. Stokes.
- 1-2—Mother Goose. The Real Mother Goose. Rand.
- 1-2—Poulsson. The Runaway Donkey and Other Rhymes for Children. Lothrop.
- 1—Iroquois. Literature (for reading and memorizing). Book I. Iroquois.

Attractive grade poems as determined by research and reported by Huber in Teachers College Record, Volume XXVIII, No. 2:

- | | |
|-----------------------------------|-------------------------------------|
| A Visit from St. Nicholas. Moore. | Only One Mother. Cooper. |
| A Farmer Went Riding. Unknown. | The Woodpecker. Roberts. |
| Frogs at School. Cooper. | The Rabbit. King. |
| Jack-in-the-Pulpit. Holland. | The Child and the Fairies. Unknown. |
| I Like Little Pussy. Taylor. | Three Jovial Huntsmen. Unknown. |

PICTURES COMMONLY USED IN FIRST GRADE

- | | |
|---------------------------------|--|
| An Aristocrat. Landseer. | Fairy Tales. Shannon. |
| Baby Stuart. Van Dyck. | Feeding the Birds. Millet. |
| Boy With the Rabbit. Raeburn. | Saying Grace. Chardin. |
| Can You Talk? Holmes. | The Primary School in Britany. Geoffrey. |
| Children of the Shell. Murillo. | Nurse and Child. Hals. |

SECOND GRADE

The work in this grade should be a continuation and an expansion of the work started in first grade with continued emphasis on oral composition and the reading of good books of various kinds. Suggestions for the work have been organized around the following heads:

1. Suggested second grade objectives (for the teacher's guidance).
2. Subject matter and activities (for the development of objectives outlined).
3. Procedure (such as has worked successfully with many teachers).
4. An illustration of unit teaching as a means of securing interest.

5. Expected second grade outcomes (in terms of the former recommendations).
6. References.

I. Suggested second grade objectives

1. To continue the development of first grade objectives.
2. To increase pupil power to talk with ease and fluency about everyday experiences and to ask and to answer good questions.
3. To lead pupils to appreciate and practice correct usage of grammatical forms most common to second grade.
4. To develop pupil ability to write one or two good sentences on a topic.
5. To produce desirable pupil and group responses to grade situations calling for short notes, letters, announcements and messages.
6. To increase appreciation for good stories, rhymes, poems and pictures.
7. To develop the ability to listen, and to tell some things one likes about stories, rimes, poems, pictures and songs.
8. To lead pupils to produce original rimes and stories.
9. To develop pupil ability and desire to plan and conduct a simple dramatization.
10. To increase each pupil's stock of stories, rimes, poems and riddles and the desire to reproduce literary selections.

II. Subject matter and activities

A. MATERIALS

As in first grade no language text is required of the pupils. The teacher's text, "Language Training," by Bryce, and "The Teachers' Guide to the Use of the Open Door Language Series," offer suggestions for the work. These may be supplemented with suggestions from other professional references as given on pages 130 and 139. Criteria for the selection of subject matter and activities may be found on page 168.

The content material, found in a broad collection of books ranging from first to third grade in difficulty, should consist of a variety of stories, games, rimes, poems and riddles. The material may be of two kinds: (1) that which the teacher uses with the pupil in reading, telling, reciting, etc., for their enjoyment and (2) that which the pupils are able to master under guidance. The last mentioned type should include material which the pupils can read and enjoy independently. It should also furnish desirable means for group entertainment. The reading matter used in second grade should, therefore, include Mother Goose rimes, old folk tales, classic fables, Indian myths and legends, Scandinavian myths (Fenris the Wolf, Loke the Crafty One, Thor, etc.), Greek myths, Bible stories (Story of Joseph, Daniel, Esther, Moses, Noah's Ark, Creation, The Ten Commandments, etc.), true stories of modern life, and poetry of various kinds. See reference lists, section VI of this outline.

B. ACTIVITIES

Conversing informally and freely with the teacher and in groups using topics of general interest; discussing duties in the classroom; plans for projects, plays, parties, games, entertainments, picnics, etc.; discussing or criticizing pictures; discussing stories and poems read, pictures drawn by individuals, writing done by individuals and playing telephone, grocery story, etc.

Planning for a class bulletin board.

Relating experiences in connection with the home, toys, pets, games, excursions, school, special holidays, health and street or highway activities.

Telling how to do or to make things.

Telling about dreams, imaginary experiences, amusing accidents and stunts.

Reproducing stories, riddles, rimes, poems, jokes, games and songs.

Giving descriptions of pictures, persons, animals, places and things.

Pretending to be an animal, a tree, a bird, a giant, a fairy, a fish or a goat.

Imitating the fireman, the postman, the traffic policeman, the street sweeper, the salesman.

Composing sentences, riddles, rimes, and stories.

Matching words as to meaning, rhythm, class (action words, names of clothing, descriptions, etc.).

Studying titles of stories: discussing fitness, substituting titles, making up titles for new stories.

Counting objects in the room, sentences in a paragraph, words in a list, etc.

Asking and answering questions of more difficult nature than those introduced in first grade.

Dramatizing: planning and acting out stories and plays read or heard and original stories and plays. These may be connected with special seasons: as Thanksgiving, Christmas, May Day, Easter and Valentine.

Making booklets, illustrations and costumes in class.

Copying, taking dictation, composing and comparing, filling blanks and revising in written work.

Keeping a diary.

Writing greetings for special occasions or holidays: Merry Christmas, "To My Valentine," "Happy Birthday."

Writing instructions, labels, bulletins: "Please do not erase," "Wet paint," "Do not touch."

Writing chart material: "Drink milk," "Eat slowly," "Run," "Wash hands."

Composing and writing labels for pictures, illustrations, objects, cutting, etc., e.g., "The Flower Girl," "The Garage Door."

Writing announcements, invitations and social letters, and responding to announcements, invitations and letters received.

III. Procedure

Read introduction to primary grades. As in first grade the teacher should strive for pupil freedom and enthusiasm in spontaneous expression and constantly guide the responses into more mature taste and judgment. The amount of time to be given to language course should be determined by the general nature of the second grade program for the year. (See time allotment, page 131.) The correlation and integration of language work with other subjects taught is more essential than the length of language periods. The language course should attempt to meet all the needs of all the pupils in the grade or group being taught and should be built on the accomplishments of the previous year and the present needs as determined by a careful investigation by the teacher. She should make a study of her pupils' school record, home conditions, intelligence test results (if available), subject matter introduced in first grade and the extent to which this has been learned. The pupils should form special groups within the classroom for activities and development in terms of common needs. See suggestions on page 126 for grouping within the grade for instructional purposes.

A. ORAL COMPOSITION

Before a child can speak freely, he must have something he wishes to say. (See section A, of first grade reading.)

Conversation enables the teacher to take stock of:

The pupil's range of interests and experiences.

His power of expression.

His difficulties.

Choose a topic of general interest. Ask well directed questions that will hold the pupils to the subject and encourage contributions. Have in mind an outline for the discussion to prevent rambling and aimless talking. Errors of speech and procedure should be corrected after a pupil has finished talking or at a still later time to avoid interfering with his line of thought. (See page 136.)

Guide in the selection and development of many, varied and appropriate grade topics. Let as many of these come from the pupils themselves as possible. Develop standards for rating contributions and a friendly spirit of rivalry.

Provide opportunity for many varied experiences through projects, plays, games, books, pictures, museum material and duties within the classroom and unconsciously direct to the point of securing satisfactory responses. Help pupils to relate personal experiences with interesting sequence of events.

For use of stories see introduction to primary grades and vary to suit the needs and interests of the group and the grade difficulty. Tell short interesting stories in an interesting manner. Clear up the meaning of words by asking questions, giving explanations and writing brief outline or main points and key words on the board as the story progresses. Re-tell the story if necessary, or if it is requested. Call upon several pupils to reproduce consecutive parts. One of the stronger pupils may then be allowed to tell the complete story. Teach the essentials of good story-telling in such a way as to cause pupils to read and reproduce interesting stories independently. These should include imaginary stories based on the study of a picture, what one would like to do or what the pupil would do if he were a certain animal, bird, etc. Example: if the class or group were trying to develop an imaginary trip let pupils select the place they wish to go, how many are going, why they are going, the kind of conveyance and ask leading questions in order to secure a well-rounded-out story.

The teacher may also develop imaginary stories by giving a good beginning (topical) sentence and letting pupils complete the story.

Spend some time on riddles and lead pupils to make some for themselves. Develop several class riddles before asking for or insisting on individual contributions.

Rimes, jingles and short poems may be treated in similar way. See suggestions in introduction to primary grades for use of poems and the reference to poems at end of this outline. Pupils may be led to memorize a dozen poems, more or less, during the year.

B. WRITTEN COMPOSITION

All written work should be preceded by oral work and an outgrowth of a felt need for the specific written work such as writing a letter to a pupil who is ill, sending invitations to parents to attend some special program, copying rhyming words in order to find still others which rhyme with these, preparing an announcement for assembly and writing the names of characters in a story or play and the names of pupils who are to take the part of each in a dramatization. Writing an original story or rhyme thought out, listing choice stories, poems, and books read as a part of the work done during the library reading period should also develop as natural needs. These needs may or may not arise during the language period but should be met with specific training in written composition. Strive for quality and not quantity in written work.

Be careful to establish an understanding and constant practice in each new formal step. Develop more fully the sentence and the habit of variety in the choice of words. See that the sentences express the thought intended and that the sentences used in the development of a topic are related, arranged in proper sequence and that sufficient oral composition shall precede all written work. Supervise closely the copying of all words, sentences, rhymes, poems, announcements, letters and invitations. Give directions for and assistance in the making of a diary, the writing of original letters, invitations, labels, announcements and the brief outlining of stories. Supervise closely the written work done in response to dictation, in original expression, the writing of spelling and the writing in an illustrated booklet or on posters. Compare, rate and exhibit special pieces of written work after each pupil has read his contribution, once for correct thought and once for correct punctuation, capitalization and spelling. Use a standardized writing scale for pupils' self-rating and a standardized composition scale for the teachers' rating of the compositions. Develop in class, adopt and use specific and desirable standards of attainment. (See Part V, page 211.) Standards for attainment may be exhibited in the form of attractive posters. See suggestions for third grade.

C. LANGUAGE FORMS

Language forms for this grade should be few and simple, but carefully and completely taught. They are of two kinds: (1) those due to neglect and incomplete training in earlier years and largely confined to grammatical errors, and (2) the new language essentials met with in second grade, and largely confined to written work.

The remedial work should be based on needs which the teacher has discovered and recorded as results of careful observation. It may usually be confined to drill on the correct use of verbs and pronouns, speaking in complete and coherent sentences, clear enunciation and pronunciation, and letter forms. Select, make up and adapt language games as means of drilling on correct form. (See Manual for Use of Open Door Language Series, pages 26-27, and Young and Memmott: *Methods in Elementary English*, pages 85-120, and 155-234.)

The new language essentials for this grade (based on the sentence in its simplest form) are:

Capital and period to indicate the beginning and the end of the sentence.

Other forms of capitalization as needed—

1. Child's own name, and its substitute "I".
2. Child's own address, and abbreviations involved, e. g., *initials*.
3. Other persons and places.
4. Dates. Days of the week. Months.
5. Begin each line of poetry with a capital.

Use as a model of the self-sufficient sentence, the simplest statement, the easy proverb and adage, the verse of two and four lines.

Write, if a start has been made with print-script, a few labels, and the simplest wish-card or dedication of a gift to parent or friend, or the simplest form of letter without heading or envelope. These may include bulletin board announcements. (See Part V, page 211.)

D. USE OF READING MATTER

All reading done in the grade should be in keeping with basic principles of language instruction and contribute to logical language growth. Through the reading of many books vocabulary is broadened, the sentence sense is strengthened, thought is stimulated and knowledge is gained. In the reading course sufficient reading skill should be developed to enable second grade pupils to do independent reading. Specific time should be provided for such and followed up with effective work directed by the teacher. In the follow-up work pupils should be led to express themselves freely through stories, pictures, poems, rimes, etc., studied as language and as reading. See introduction to primary grade for specific suggestions as to use of stories, poems, etc. Low open-shelf book cases, a reading table with attractive centers of pot flowers or other decoration and suitable chairs lend interest to books. For reading material see section II and V of this outline.

IV. An illustration of a large unit of teaching suited to second or third grade pupils and adapted from a series of reports by classroom teachers.

There is no more valuable material for the school curriculum than the information that satisfies the child's immediate needs for intelligent living.

The experience with the post office not only supplies needed information but gives additional knowledge of and an appreciation for national and community service such as desired in other fields of learning.

A. HOW THE UNIT OF WORK ORIGINATED

Last June a first grade group made vacation books in which they planned to keep records of their summer experiences in order to share them more fully with one another in the fall. These books included all of the children's addresses so that they might correspond with one another during the summer.

When the group reassembled this fall bringing attractively completed books as well as letters and postal cards received during the summer, there was unconcealed disappointment to learn that some letters

which had been mailed had failed to reach their destination and had been returned; others had neither been received nor returned. Such questions as these arose:

Why did the letter which I sent Barbara come back to me?

What become of the letter I wrote Robcliff?

Do you think it will ever come back to me?

What are all these queer marks on this letter that Peggy sent me?

B. STEPS IN THE DEVELOPMENT OF THE UNIT

In attempting to answer these questions a consideration of the following seemed necessary:

1. Various ways of safeguarding mail.
 - a. Return address.
 - b. Use change of address cards.
 - c. Use forwarding privilege.
 - d. Write complete address plainly.
2. Postal rates.
3. Postal transportation.

The group took the responsibility for obtaining much of the information by referring to books, by inquiring at the post office, of the postman and of their parents. As the discussions continued various "post office surprises" were brought by the children. Among them were different kinds of stamps, several types of envelopes, money order blanks, and change of address cards.

Many of the children were visiting the local post office and were returning so many questions that it seemed advisable to go on a post office excursion. The class wrote to the superintendent of the post office asking permission to visit the post office. Then the pupils formulated questions which they wanted their trip to answer. Certain individuals volunteered to be responsible for trying to find the answers to certain questions. Each member of the group assumed some responsibility.

At the post office they saw their friends, the postmen, sorting the incoming mail for their routes; they saw the outgoing mail being sorted, stamped, canceled and loaded on the truck; they found the number of their mail routes; the special delivery service in action; the parcel post being sorted, the care given packages marked "fragile"; the private mail boxes; the clerks selling stamps and weighing packages, and the comfortable lunch rooms provided for the postmen. They found answers to their questions by observing and questioning the workers. The post office was becoming an increasingly live factor in the experience of these children.

"Thank you" notes were eagerly written to the superintendent of the post office. Reports were made. When the questions which were formulated preceding the trip were satisfactorily answered, they were checked on the chart. Individual pictures of the trip were made. The interest in painting and drawing pictures of the trip was so great that a large group frieze was planned.

One day one of the girls found a simple story about a post office. She chose her committee. They rehearsed the play after planning it and announced that they were ready to give their production. Three of the boys immediately volunteered the information that they had been

playing post office at home and that if the play could be postponed until afternoon they would bring desirable properties. It was learned that the properties consisted of chicken wire used for the pigeon holes, and an express wagon used for a mail truck, old letters, cards, magazines and papers for mail and the family's rapidly disappearing laundry bags for mail bags. Neighborhood children served as postmen. Further discussion revealed the fact that one-third of the class was playing post office outside of class.

To the afternoon session came many mothers with bushel baskets, boxes, a scale and an express wagon. Before the afternoon session started the express wagon was being converted into a mail truck. The little girls' production was given as soon as the truck was ready. It was repeated many times with many additions which made it more nearly approximate the children's actual experience at the post office.

The time was approaching when this second grade would be responsible for the primary assembly. They decided to give the post office play. They began to view their production with a critical eye since it was to be given on the stage. Having just enjoyed an assembly by another grade which taught them much about bees, they expressed the desire to have their play tell all about the post office. They made a miscellaneous list of everything which they wished to show. Many ideas on this first list were eliminated, others were added. The first list included the following:

- Special delivery boy with packages and letters.
- Mail clerks sorting mail.
- Postmen going on routes with real mail bags.
- Clerk at stamp window selling stamps to a woman.
- Mail truck being loaded to go to the train.
- Air mail.
- Clerk canceling stamps with hand stamp.
- Machine for canceling stamps.
- Woman taking mail out of private mail box.
- Clerk finding a letter with no stamp on it.
- Parcel post.
- Postman punching time card.
- Pigeon holes for the different states.
- Pigeon holes for routes in our town.
- Postmen in their lunch room.
- Postmen taking mail from the box on the street.
- Slots for outgoing and local mail.

After much discussion and exchange of ideas a single plot was developed. No final conversational form was encouraged. Many children tried every part, spontaneously using the conversation and interpretation which seemed reasonable and pleasing in the situation in which they found themselves. The characters for the final production were chosen a few days before the play was given. Every child had a part in the final performance and every one had some part in constructing the necessary properties. The play served as a comprehensive review of the unit of work and assured the teacher of the pupils' appreciation of what the post office does for them and in turn what they can do for it in order to aid its efficient service.

C. OUTCOMES IN TERMS OF THE CARDINAL OBJECTIVES

1. *Social relationships*

- a. An enriched background.
- b. An increased sense of carrying on responsibility in order to bring out a desirable group of objectives.

2. *Self-expression*

- a. The joy of having created from a full experience.
- b. The group's satisfaction of having shared with a larger social unit, the school.
- c. An increased understanding and appreciation of a phase of community service and a greater ability to respond to it more intelligently.

3. *Critical thinking*

- a. A greater ability to think logically.

4. *Worthwhile activities*

Provided incentive for out-of-school play.

5. *Knowledge and skills*

a. Language.

(1) Oral.

- (a) Worked out plot for the play.
- (b) Outlined plans for giving play; scenes, properties, characters.
- (c) Formulated questions to ask at the post office.
- (d) Gave reports after the trip.
- (e) Increased vocabulary as a result of an enriched experience.
- (f) Gained some idea of possible sources for reference material.

(2) Written.

- (a) Wrote labels and individual compositions for "Our Post Office Play" book.
- (b) Wrote letters—
 Thanking the superintendent of the post office.
 To friends in school who received special delivery letters during the play.
- (c) Wrote invitations—
 To superintendent of post office.
 To parents.
 To school friends.

b. Reading.

- (1) Plans and questions.
- (2) Letters, invitations, notes.
- (3) Story of play used in the post office record book.
- (4) Labels and individual compositions used in the post office record book.

c. Arithmetic.

- (1) Used inch, foot, yard continually in making properties.
- (2) Recognized pound, half-pound and ounce in using scales for weighing packages.
- (3) Had some practice in making change at the stamp and parcel post windows.
- (4) Found how many stamps there were in a 97-cent, 49-cent and 25-cent stamp books.

d. Art.

- (1) Individual expression with paint and crayons.
- (2) Group frieze.
- (3) "Our Post Office" book (a composite of individual work).
- (4) Properties.

NOTE: See Curriculum Making in the Elementary School by Lincoln Elementary School Staff, Teachers' College—pp. 58-144 for description of other units of work, and pp. 29-41 for criteria for selecting units of work.

V. Expected outcomes for second grade.

1. Ability to give an interesting and worthy oral account of children's activities.
2. Ability and tendency to give two or three oral sentences in good sequence.
3. Ability to use correctly at least two language forms that were most commonly misused at the beginning of the term.
4. Ability to write correctly a note or letter of one or two good sentences.
5. Ability in use of capitals for Miss, Mr., Mrs., and the names of days of the week and months of the year.
6. Ability in the use of the period, capitals and the question mark.
7. Ability and desire to plan and conduct simple dramatizations.
8. Ability to give interesting reports on things heard in class and elsewhere.
9. An appreciation for and a frequent use of good reading matter.

For evaluating the work of pupils in terms of the above suggested outcomes see suggestions for using the list of first grade outcomes, and check pupil accomplishments with general objectives for the primary grades.

VI. Reference for pupil material. (For teaching helps see pages 125, 130 and 139.)

STORY BOOKS

Grades

- 1-2—Brooke. The Golden Goose Book. Warne.
- 2-4—Carrick. Valery Carrick's Picture Folk Tales. Stokes.
- 1-2—Skinner. Nursery Tales From Many Lands. Scribner's.
- 2-3—Baldwin. Fairy Stories and Fables. American.
- 2-4—Hutchinson. Chimney Corner Stories. Mentzer.
- 2-3—Adams. Five Little Friends. Macmillan.
- 2-4—Bianco. The Velveteen Rabbit. Doubleday.
- 1-3—Clark. Poppy Seed Cakes. Doubleday.
- 1-2—Field. A Little Book of Days. Doubleday.
- 2-3—Grant. Windmills and Wooden Shoes. Southern.
- 4—Heward. The Twins and Tabiffa. MacRae.
- 1-3—La Rue. The F-U-N Book. Macmillan.
- 1-3—La Rue. Under the Story Tree. Macmillan.
- 1-2—Lefevre. The Cock, the Mouse, and the Little Red Hen. Jacobs.
- 2-4—Lindsay. Bobby and the Big Road. Lothrop.
- 2-4—Orton. Prince and Rover of Cloverfield Farm. Stokes.
- 1-3—Wright. The Magic Boat. Ginn.
- 2-3—Taylor. Two Indian Children of Long Ago. Beckley.
- 2-3—Albright and Hall. Nature Stories (Books I and II). Mentzer.
- 1-3—Lucia. Peter and Polly in Autumn. (Also Spring, Winter, Summer volumes.) American.
- 1-2—Hopkins. The Doers. Houghton.
- 1-3—Read and Lee. A Story of Boats. Scribner's.

POETRY

Grades

- 2.—Huber, Bruner and Curry. Poetry Book for Children, II. Rand.
- 2-4—Lansing. Rhymes and Stories. Ginn.
- 2-3—Mother Goose. The Old Nursery Rhymes. Warne.
- 2-4—Rossetti. Sing Song, a Nursery Rhyme Book. Macmillan.
- 2-5—Stevenson. Child's Garden of Verses. Scribner's.

Attractive grade poems as determined by research and reported by Huber in Teachers' College Record, Volume XXVIII, No. 2:

The Cradle Hymn. Luther.
 Hiawatha's Childhood. Longfellow.
 Kentucky Babe. Buck.
 Lullaby. Dunbar.
 Our Flag. Ward.

The Raggedy Man. Riley.
 The Sugar Plum Tree. Field.
 *The Rainbow Fairies. Hadley.
 The Owl and the Pussy Cat. Lear.
 When the Sleepy Man Comes. Roberts.

PICTURES COMMONLY USED IN SECOND GRADE

Dance of the Nymphs. Corot.
 Distinguished Member of the Human Family. Landseer.
 Flower Girl in Holland. Hithcock.
 Hiawatha. Norris.

Indian and the Lily. Brush.
 Plowing. Bonheur.
 Primitive Sculptor. Couse.
 Spring. Mauve.
 The Pastry Eaters. Murillo.
 The Windmill. Ruysdael.

NOTE: See page 177 for other sources for pictures.

*Substituted.

THIRD GRADE

Introduction

Pupils in this grade may be expected to develop a much more decided appreciation for and mastery of language power and essential language form. Oral composition emphasized in first and second grades should consume approximately three-fourths of the third grade pupils' language composition time and will offer decided opportunity for the development of a language power. Written composition and a broad reading experience based on good literature offer training in both language power and language form. Approximately 350 minutes or six hours per week should be given to language instruction. Every pupil should be given adequate time, material, stimulation and guidance into effective language accomplishments comparable with the most acceptable third grade standards of attainment or outcomes.

Before beginning to teach the teacher should study the suggestions for this particular grade, the general introduction to language which precedes the grade outlines and the suggestions for the grade below and the grade above,—at least the suggested objectives and outcomes. She should again review the third grade outline and follow with:

1. A survey of the situation as to what pupils have had; how well this has been learned by each, and the group as a whole; how this compares with general requirements for the grades or years completed and what may be expected during the present year.
2. Definite working objectives in terms of local conditions and most commonly accepted practice.
3. Necessary subject matter, teaching opportunities and methods.
4. Material and provision for checking the pupil and the teacher accomplishments.

This may be in the form of a program for the use of standardized tests, non-standardized tests, class or group self-rating scales and other measures.

The suggestions for work in this grade have been organized around the following heads:

1. Suggested third grade objectives (such as the teacher may use as a guide in the year's work).
 2. Subject matter and activities (essential to the realization of these objectives).
 3. Procedure (such as many teachers have found helpful).
 4. Suggested third grade outcomes (as recommended by members of the language committee and modified by recommendations from Chubb, McBroome, Bryce, Hosic and others).
 5. References.
- I. Suggested third grade objectives.
1. To continue the development of objectives set up for lower grades.
 2. To increase power and desire to talk with ease and fluency about every day experiences, and to ask and to answer questions.
 3. To develop ability to reproduce a short story effectively.
 4. To develop a deeper appreciation for stories, poems, and pictures.
 5. To train pupils to write a paragraph on a topic interesting to third grade.
 6. To broaden and strengthen the pupils' vocabulary.
 7. To train for more effective use of the margin, capital letters and punctuation marks.

8. To develop an inquiring attitude and a desire for self-improvement.
9. To guide pupils into worthy written responses to third grade situations calling for short notes, letters, announcements, messages and original contributions.
10. To increase pupil power of attention.
11. To train for correct speech, and to correct two or more glaring speech errors most common to the group.
12. To develop pupil ability and desire to choose good literature.

II. Subject matter and activities.

A. SOURCE OF MATERIALS

1. *Text.* No text is required for pupils' use; but The Open Door Language Series, Third Grade, has been adopted for optional use. Language Training, by Bryce, is the adopted text for teacher's use and should be supplemented with other language material thought to be contributive to the work.
2. *Reading material supplementary to any text*
 - a. One or more primary grade books in any of the recommended language series. See page 126.
 - b. A classroom dictionary, reading charts, attainment charts, etc.
 - c. Basal and supplementary readers and other reading material as used in all grade school subjects other than language.
 - d. A broad collection of miscellaneous and classical reading material such as may be found in a desirable third grade or school library. Too much of this material can scarcely be provided; the more the better. These should be well written and attractive books and magazines of stories, poems, and plays which have survived the attacks of literary critics and also proved themselves interesting and suited to the grade pupils for which they are to be used. The kind of reading material needed for this must not be confused with nor confined to work-type reading, but should lend to interpretation, expression and freedom of the mind from technical difficulties. This means that the selection of reading materials for pupils' appreciation should be, therefore, of a little less technical difficulty than the reading proficiency of the pupils. The literature for this grade, as well as for lower grades, should be of the objective kind where no more is meant than meets the eye: tales of adventure, of plain experience, of highly imaginative experience, of animal life and perhaps a few carefully chosen proverbs. Poetry should be drawn upon freely for it is verse that gives the child the musical side of literature.

As a suggestive lead into the various types and possibilities in this work a list of stories, poems, and pictures are given at the end of this outline with the hope that the teacher will draw freely on these and others in her attempt to meet certain fundamental needs such as that of making the pupil familiar with fifteen or more of the best stories and a number of poems. Ten or more good poems which make a personal appeal to the pupils should be memorized. No attempt has been made to provide a minimum or a maximum list of references. The teacher is expected to enrich the language experiences in whatsoever way she can, and she will find that the use of well selected reading matter is one of the most effective means. The selection should guarantee possibilities for the development of

- (1) An appreciation for the value of rapid reading.
- (2) A constant pleasure in reading.
- (3) An appreciation of the lives of famous people.
- (4) An increased understanding of how to dramatize.
- (5) An increased appreciation for rime and poetry.
- (6) A discriminating taste in the choice of reading matter.
- (7) A desire to memorize special selections.

3. *Other sources of material*

All school life and the environment of the child as well as the whole school curriculum provide material for many language lessons. Where the recommended basal text is used this will supplement the teacher's text. Both furnish specific suggestions, but should be supplemented. All material placed in the hands of the pupils should be on the level of their thinking and ability to read and based on experiences common and interesting to the majority of the group. (Provision should be made for exchange of ideas through conversation.) Such material may be found in:

- a. Dramatization—One of the best sources for oral composition because it is natural. Ideas are presented, discussed, exchanged, tried out and accepted or rejected. Dramatization tends to improve speech tone and to train in correct word usage, listening and logical thinking.
- b. School life—Enjoyment of a school play, picnic, excursion, need for playground apparatus, lunch room, library.
- c. Home life—Amusements, playmates, helpfulness to others, animals, objects of special interest.
- d. Community life—Ways of helping street, fire and health departments; behavior in public places; helping unfortunates; preventing accidents.
- e. Other school subjects—Geography, nature study, etc.
- f. The seasons—Causes, provisions to meet the change of seasons, effect on plant and animal life.

B. ACTIVITIES

The language work should be interwoven with and an outgrowth of all the important activities of the pupils. These activities are too numerous to be given in detail. The following are suggestive:

1. Maintain a class or club organization as suggested for fourth grade, and provide for purposeful procedure.
2. Have pupils plan and give informal and formal programs.
3. Help pupils to plan excursions, exhibits, permanent files, a class newspaper, sand tables, puppet shows, dramatizations, and grade entertainments.
4. Direct the writing of friendly letters and invitations.
5. Provide for conversation based on trips, observations, experiments and leading interests, grade and special programs.
6. Give pupils practice in telling stories from point of view of one of the characters.
7. Encourage the making of original stories, as based on personal experiences, study of pictures, imagination, and a desire to dramatize.
8. Follow the teaching of fables with original fables made by pupils and to be preserved in permanent form.
9. Provide for exercises in the study of poetry, riddles, plays, etc.; lists, outlines, etc., to be kept in permanent form.
10. Give specific and frequent training in the making of various kinds of booklets and other pupil-constructed material to be preserved as pupils' best work in the various grade subjects.
11. Give frequent and increasingly difficult instructions to the class for individual constructions.
12. Provide for definite language growth through the development of other subjects in which reading, conversation, play writing, dramatization and vocabulary building are necessary.

C. LANGUAGE FORMS (to be taught informally)

1. *Remedial work*

Read carefully the suggestions and references given for first and second grades. The drill on forms stressed in first and second grades should be kept up and two or three new forms representing outstanding speech errors in third grade writing difficulties should be taken up and mastered. These may be determined by local needs and after the teacher has made a careful record of all language

errors and their frequencies as made by her pupils. Those most often occurring as to form of speech are: "have saw"; "went" for "gone"; "come" for "came"; "was" and "were" used interchangeably; "this here" or "that thar"; "have got" for "have"; "ain't never"; "can" for "may". Pronunciation: "axed" or "ask" for "asked"; "yourn" for "your"; "youns" for "you"; "goin" for "going"; "didja" for "did you"; "ware" for "where"; "naw" for "no". Those in writing are: Misuse of capitals, wrong or neglect effort in punctuation, poor spelling, poor writing and careless placement on paper.

2. *New grade essentials in language form*

As the speaking, writing and reading experiences of pupils broaden definite provisions should be made for the integrated teaching of certain knowledge in language forms in relation to the pupils' natural experiences as when a felt need arises. Examples: Making a sentence; writing a sentence; writing a letter; reading a story and telling a story where the pupil must necessarily supply much of his own vocabulary in terms of his interpretation of the story.

The needs for the mastery of language form should be determined by the accomplishments in lower grades, the outgrowth of pupils' experienced needs during the present year, and the most commonly accepted third grade requirements in language. In speaking orally the chief technical concern may be with the choice of words, enunciation, and correct sentence structure. In writing additional technical information may be needed for spelling, letter formation, capitalization and punctuation. While in both reading and writing sufficient knowledge of language form will be necessary as to insure the recognition of a paragraph, the sentence as a unit and the essentials for an enlarged sentence of the simple class. This should include a study of:

- a. The *comma* as a new need, chiefly to separate series of nouns and the noun of address as illustrated in reading material.
- b. The *apostrophe* chiefly as marking singular possessive nouns. In connection with examples found in the use of reading material the teacher may illustrate this by writing and marking on the board singular possessive nouns.
- c. The *question mark* and exclamation point as noted in the reading material.
- d. The *quotation marks* in dialogue as a convenience to indicate where each speaker begins and ends. Broken quotations may also be explained, and illustrated from the grade readers.
- e. The *paragraph* (sentence group), the *chapter*, the *section* and the *verse* should be illustrated with the use of reading material and provision should be made for drill in the recognition and use of each.
- f. *Indentation* as introduced in lower grades and used in reading material should be enlarged upon to include its use in paragraphs, lines of verse, addresses and parts of a letter.
- g. *Margins* carefully defined and observed.
- h. *Capitals*. This should be strengthened and broadened as needs and opportunities arise, as in proper names, initials, important words in titles, first word of each line of poetry, first word of a salutation and the closing phrase of a letter.
- i. *Other deficiencies* and needs peculiar to the grade or group being taught.

III. Procedure.

A. ORAL WORK

This should be a natural process growing in strength and purpose as the year passes. Begin by improving the informal talks about the home, playmates and other things of personal interest and advance to the more formal requiring prepared talks, announcements, and reports before a group or as a part of a planned program. A unit of work in language or other subjects may be used as a basis for a number of talks which may be practiced with class criticism and either as a program for another grade, for assembly or for the Grade Mothers. Other means for motivating language work are: the making and operating of a moving picture, a puppet show, school fair, a circus, a general information bureau, and various other units of public business such as a bank, store, post office, news stand, or a bus station. Native trees, birds, animals and flowers may also furnish a basis for valuable oral language training in connection with language work in other school subjects.

Standards for judging various phases of oral composition should be worked out in class under teacher guidance and used frequently for checking actual accomplishments. Example:

A GUIDE TO THE USE OF ORAL LANGUAGE IN CLASS*

Pupils	Had something worthwhile to say	Knew what he wanted to say	Had a good standing position and looked at the group	Spoke smoothly and distinctly enough to be heard by all	Did not repeat himself	Accepted criticism cheerfully
Anders, Jane.....	X	--	X	X	--	X
Benson, Tom.....	X	X	--	X	X	X
White, Mary.....	X	X	--	X	X	--

This and similar rating scales may be devised to an advantage. Such also holds pupils not reciting responsible for listening, organizing their thoughts, and exercising judgment concerning the contributions of others. The attention may be strengthened to more effective judging if the listening pupils are also frequently called on for reproducing parts or certain phases of the talk, summarizing what has been said and giving personal opinion before actually recording the rating of the speaker in terms of the previously agreed upon score card. This score card may be substituted for those emphasizing other features of the work as pupil accomplishments are realized.

Oral work should, include, therefore, in addition to training in the thought-giving process, the quality, variety and depth of thought; the voice tone; manner of expression with special emphasis on naturalness in story telling, reciting memory work, dramatizing and carrying on conversation; the selection of appropriate language topics. See introduction to language in primary grades for suggestions as to directing conversation, stories, dramatization and reciting poetry.

*A cross mark may be made in each open space to indicate approved practice

B. WRITTEN WORK

Since the basic essential of written work at this stage of the pupils' development is generally conceded to be that of wanting to write, special caution should be taken to insure this attitude. No written work should be required which has not already been thoroughly discussed in class. In these oral discussions preparatory to writing the choice of words may be widened, the vocabulary enriched, the arrangement of ideas improved and the composition style determined. Special work on words will also eliminate much poor spelling. In the selection of topics differentiation should be made in keeping with the varying interests, imagination and creative abilities of the pupils. For psychological approach see Gates' *Psychology for Students of Education*, Macmillan.

Sentence study is of increased importance as pupils begin to write their thoughts in third grade. Fundamental principles in making and using sentences should be informally and specifically taught. Pupils may be taught that a *sentence is a group of words that express a complete thought* and the difference between a sentence and other groups of words, but should not be required to analyze the parts except from the standpoint of thought. Questions from the teacher will help pupils in the construction of good sentences.

The next step is to develop independence in writing sentences. First write on the blackboard two or three statements and two or three questions. Explain the difference between a statement and a question and point out the fact that each begins with a capital, but that a statement ends with a period and a question with an interrogation point. The pupils should now memorize, understand and begin to put into practice these requirements:

Each sentence should begin with a capital letter.

Each statement should end with a period.

Each question should end with an interrogation point.

Because letter writing is probably the most common type of composition it should receive early and specific attention. Teach for independent use only the friendly letter form in this grade. The need for a business letter in ordering something, paying a bill, addressing a stranger, etc., may justify the teacher's assisting the class to produce such but not master a business letter form.

In developing social letter forms give an oral explanation, furnish models and develop class discussion leading to the production of a good social letter in group response and written on the board by the teacher. This should be copied by pupils as their model. Train pupils to (1) keep in mind the person to whom they are writing and the things the writer wishes him to know; (2) write freely and naturally as if talking; (3) observe good form as to arrangement on paper, use of correct spelling, capitalization and punctuation. (See models in Part V, *Language Forms According to Grades*; page 211.)

The paragraph idea should be carefully introduced for both oral and written expression. It can best be explained through carefully chosen paragraphs in reading matter. Select a short well-written story of two or more paragraphs and study the paragraphs as big thought units. Help pupils to see that a paragraph is a group of statements

telling about some central thought. Explain the division into paragraphs and have pupils memorize the following rule:

The first sentence of every paragraph should begin on a new line and should be indented, that is written twice as far from the left hand edge of the paper as are the other lines in the paragraph.

Let the class select an original subject and develop a paragraph which the teacher writes on the board. Pupils should copy this for a model and find others. Pupils are then ready for and should begin writing original paragraphs.

As in oral work the written work should be constantly subjected to definite and adequate checks previously determined by the class as desirable practice. These may be of various types and styles. Examples:

ACHIEVEMENT CHART FOR WRITTEN WORK*

Pupils	Head- ing	Margin	Capitals	Punctu- ation	Spelling	Legibil- ity	Neatness	Good sentences
Jones, Billy	XX	----	XXX	----	X	X	----	----
Smith, M.	X	----	----	X	X	----	X	XX
Wright, Joe	XXX	X	XX	----	XX	----	----	XX

BOOK REPORT†

Pupil's Name..... Grade..... Title of Book.....

Author Publishers.....

Date book was completed.....

Most important characters.....

What the book is about.....

C. LANGUAGE FORMS

The teaching of language form, both remedial and new steps, should be done as the needs appear in regular classroom procedure based on interesting and purposeful procedure. Examples: If the class or a group wishes to invite another grade, group or others to enjoy a program which has been prepared and it does not know how to properly prepare and send an invitation this should be taught. If a glaring speech error is noticed it should be corrected either incidentally at the time or specifically drilled out later, depending upon the strength of the habit and the number of pupils concerned. For outstanding needs see list given under subject matter and those given in the text.

Correct practice should be stressed in the school, on the playground and elsewhere. Various devices thought to contribute to improvement should be tried out to the point of developing a conscious and whole-some effort toward the improvement on the part of each child. For suggestions in creating sentiment in favor of correct speech see Guide

*A cross mark may be made in each open space to indicate correct practice.

†This outline may be used for record in third grade or above.

to American Better Speech Week, National Council of Teachers of English, West 69th Street, Chicago, Ill. In this remedial teaching it will be found far more valuable to correct a small number of errors absolutely in the course of the school year than to attempt the correction of a large number without really correcting even one. The correct usage drill should be frequent and purposeful, resulting in a large number of repetition of correct form, and should continue throughout the course or until correct form has been completely mastered. Pupils should be led to feel a definite need for such and to assume practically full responsibility for the drills.

Deming. Games for All Grades. Beckley.

Charters. Games and Other Devices for Improving Pupils' English. Dept. of Interior, Bureau of Education, Washington.

King. Language Games. Educational Publishing Company.

Scott-Congdon and Others. Open Door Language Series, Third Grade. Houghton.

Scripture-Jackson. Correction of Speech Defects. Davis.

Young and Memmott. Methods in Elementary English. Pages 133-134. Appleton.

McBroome. The Course of Study in Written Composition. University of Iowa Press.

D. THE USE OF READING MATTER

As pupils advance in grade work good reading matter becomes the great common storehouse of knowledge and inspiration in language work. It is the basis for the formation of definite and worthy goals of attainment in knowledge, abilities, habits, skills and attitudes if the material has been properly selected and taught. Real masterpieces and other good reading material should be used. Since the pupils of this grade are able to comprehend literature far beyond their ability to read the teacher must take the initiative in the selection and presentation of literary material. Some stories may be read to children, others well told, while many should be left for pupils to read and enjoy for themselves. Similar procedure should be used in study of poetry. The teacher should strive to have her pupils gain a familiarity with much prose and poetry, a knowledge of the proper care of books, an introductory knowledge of the use of the dictionary and a systematic plan of memorizing some of the best selections. To force pupils to memorize poems is a violation of the best educational practice but it is the function of the teacher to create a want or desire on the part of the pupil to make the poem his very own. Not every pupil in a group will have equal appreciation for the same poem. Some will be satisfied with a mere reading of a poem which others will wish to memorize. When once a piece of memory work is started it should be completed, thus avoiding the development of poor study habits and a careless and imperfect recall. See part III, introduction for suggestions on how to teach a poem.

Training should also be given in the interpretation of situations in literature by comparing one selection with other literary selections and with everyday experiences. Attitudes developed will determine largely the extent of literary experiences carried on in upper grades. Special attention should be given to the humor, beauty and description which reading matter affords. Pupils may be requested to reduce literature thoughts to their own words. Such practice should reflect language power and originality on part of pupils and strengthen their appreciation for literary selections. Various forms may be used as to author, title, style, outstanding quality of the selection, how used—read, dram-

atized, retold, memorized, etc. Lists of choice poems should also be kept, and may be made into illustrated booklets of pupils' original poems. Stories may be read for mere enjoyment, information, basis for dramatization, oral conversation, and as a basis of comparison and discussion.

The Twenty-fourth Year-Book, Part I, says: "It is suggested first of all that real literature makes its best contribution when it is approached in a recreational mood of curiosity and not in the way of study and work. . . . We shall come nearer our aim (the enjoyment of real experiences) the more we stress just hearty enjoyment as our basic and central aim."

The study of pictures as contained in reading matter and in connection with reading is of decided value and should not be overlooked as a part of the language work and one of the common factors of language and art.

To be most effective pictures should be selected for illustrative, interpretative and inspirational purposes and not in terms of a prescribed grade list.

IV. Expected outcomes for third grade.

1. Increased interest and ability in the selection of valuable experiences and means of determining the main ideas to be brought out in relating them.
2. Deeper appreciation for poems, stories and pictures.
3. Increased ability and desire to reproduce stories and poems and to make original stories.
4. Increased ability to write with ease a short and correct paragraph.
5. Ability to write a short and correct letter.
6. Increased vocabulary in keeping with general third grade standards, and the elimination of at least two outstanding language errors made in class at the beginning of the year.
7. Ability to use quotation marks, abbreviations for the days of the week and months, and capitals for the months.
8. Ability and frequent practice in self-testing, self-correcting and self-evaluating.
9. Growth in good habits of listening and power of organization and retention.

These outcomes are intended to include the major knowledge, abilities, habits, skills and attitudes which should be evidenced by pupils completing the third grade or year's work. The teacher should satisfy herself as to the class and individual accomplishments in each by keeping a constant check on accomplishments in the form of an accumulative record for each pupil.

A careful check should also be made for the realization of the general objectives set up for the first three or primary grades as a unit. A study may then be made of each pupil's readiness for grammar grade language as suggested in the general objectives for the primary grades, for the grammar grades and for the fourth grade.

V. Expected outcomes for the primary grades (1-3).

A. ORAL COMPOSITION

1. Interest in and an appreciation for the experiences of others.
2. Ability and habit of listening attentively to others.
3. Ability to recognize, pronounce, spell, know the meaning of and to use a great many words, based on those in most constant demand.
4. Ability to recognize still other words.
5. A desire to express oneself naturally, intelligently and pleasantly.
6. Appreciation and respect for the opinion of others.
7. Ability to describe a person, animal, object, pictures and to relate interesting experiences.
8. Ability and desire to grasp and reproduce interesting grade stories, rimes, and poems. This should include the mastery of at least ten stories and ten poems in each grade and a knowledge of many others.
9. Development of originality as shown by conversation, judgment, and creative work.

B. WRITTEN COMPOSITION

1. Ability to recognize the sentence as a complete unit of thought.
2. Ability to write from dictation and to use dictation as a tool.
3. Ability to copy legibly and with a reasonable degree of speed and accuracy.
4. Ability to write definite answers to specific questions.
5. Ability and practice in learning new words.
6. Ability to arrange lists in alphabetical order and an appreciation for alphabetical lists.
7. A growing interest in and a mastery of the mechanics of writing: penmanship, punctuation, abbreviation, capitalization, spelling, composition and letter style.
8. Ability and pleasure in writing different kinds of informal notes, letters, invitations and announcements and responses to each.
9. Ability to write an original composition of three or four related sentences narrating an accident.
10. A growing interest and practice in writing original statements, rimes, informal letters and compositions.

C. LANGUAGE FORMS

1. The use of *capitals* in proper names, for holidays, months, days of the week, titles, for certain abbreviations, the first word of a line of poetry, the beginning of a sentence.
2. *Abbreviations*—Mr., Mrs., Dr., in., ft., St., days of the week, months.
3. *Punctuation*—Correct use of period, question mark, comma, exclamation point, apostrophe for singular possessive, quotation marks.
4. *Margins*—One inch margin on the left and one-half inch margins on right.
5. *Standard letter forms* commonly used in social and business letters.
6. *Indentations* for *paragraphs*.
7. Approved third grade *handwriting*.
8. Correct *spelling* of words needed in written work.
9. Correct use of verbs, nouns and pronouns used in oral speech.
10. Well-chosen words and sentences.

D. MISCELLANEOUS READING AND STUDY OF LITERATURE

1. Pleasure in reading and a desire to read.
2. Ability and desire to entertain others with literary selections, pantomimes, dramatizations, story writing and story reading, etc.
3. Ability to enjoy a story, rime, or poem and to reproduce and to produce such.
4. A broad reading experience.
5. Ability to judge and a desire to choose various kinds of good literature.
6. A growing habit of spending leisure time in reading good books.

VI. Reference for pupil material. (For teaching helps see pages 125, 130 and 139.)

STORY BOOKS

Grades

- 1-3—Lester. Great Pictures and Their Stories. (Books One, Two, Three.) Mentzer.
- 2-4—Bidpai. The Tortoise and the Geese. Houghton.
- 2-3—Deming. Little Indian Folks. Stokes.
- 2-4—Scudder. Book of Fables and Folk Stories. Ginn.
- 2-3—Aesop. Tales Told Anew and Their History Traced. Macmillan.
- 3-4—Mulock. Adventures of a Brownie. Harper.
- 2-4—Bingham. Merry Animal Tales. Little.
- 2-3—Defoe. Robinson Crusoe. Public Schools Pub. Co.
- 1-3—Maxwell and Hill. Charlie and His Kitten, Topsy. Macmillan.
- 3-4—Wiggin and Smith. Story Hour. Houghton.
- 3- —Baldwin. Fifty Famous Stories Retold. American.
- 2-4—Bass. Stories of Pioneer Life for Young Readers. Heath.
- 2-4—Johnston-Barnum. A Book of Plays for Little Actors. American.
- 2-4—Tappan. American History Stories for Very Young Children. Houghton.
- 2-3—Eggleston. Stories of Great Americans. American.
- 2-3—Chance. Little Folks of Many Lands. Ginn.
- 3-4—Fairgrieve and Young. Children of Many Lands. Appleton.
- 2-3—Perkins. Dutch Twins. Houghton.
- 3- —Scantlebury. Little World Children. Ginn.
- 3-4—Beskow. Pello's New Suit. Harpers.
- 1-3—Grant. Story of the Ships. Macmillan.
- 3-4—Meigs. The Wonderful Locomotive. Macmillan.

POETRY

- 3-7—Conkling. Silverhorn. Stokes.
- 1-4—Edgar. A Treasury of Verse for Little Children. Crowell.
- 2-5—Field. Taxis and Toadstools. Doubleday.
- 1-3—Huber, Burner and Curry. Poetry Book for Children, Book III. Rand.
- 1-5—Milne. When We Were Very Young. Dutton.
- 3-4—Iroquois. Literature for Reading and Memorization, Book III. Iroquois.

Especially attractive grade poems as determined by research and reported by Huber in Teachers' College Record. Volume XXVIII, No. 2.

America. Smith.	*Farewell to the Farm. Stevenson.
A Boy's Mother. Riley.	King Bruce and the Spider. Cook.
A Visit from St. Nicholas. Moore.	Raggle Taggle Gypsies. Unknown.
A Long Time Ago. Prentiss.	Robin Hood and the Ranger. Unknown.
Change About. Unknown.	Which Loved Best. Allison.

PICTURES COMMONLY USED IN THIRD GRADE LANGUAGE

Angel With a Lute. Carpaccio.	The Avenue of Trees. Hobbema.
Carnation Lily, Lily Rose. Sargent.	The Artist's Mother. Whistler.
Going to Market. Troyon.	The Horse Fair. Bonheur.
Lavinia. Titian.	The Melon Eaters. Murillo.
Magnificat. Botticelli.	The Windmill. Ruysdael.

PART FOUR: LANGUAGE IN THE GRAMMAR GRADES

I. Common factors.

Language work in grades four to seven inclusive, while having decided grade demarcation, should show a continuous and gradual development with a shifting from a decided emphasis on oral work in fourth grade to less than fifty per cent oral work in seventh grade and a corresponding increase in emphasis on general reading matter, literature, and language form. The major aims or objectives for each grade should blend into a set of common aims or objectives for the grades as a whole and contribute to final and desirable outcomes for the elementary school. The subject matter should be similar in type, but of increasing difficulty, breadth and amount with advancing grades. The method and procedure should be practically the same for each of the four grades, and the plans for measuring results in one grade may, with careful adaptations, be used in all the grades. A series of adopted texts for use in these grades also tend to unify the work.

*Substituted.

II. General objectives (grades 4-7).

1. To cause pupils to produce correct language in both speaking and writing.
2. To train pupils to express their thoughts with freedom, accuracy and pleasing manner in both oral and written composition.
3. To enrich pupils' vocabulary—both the active and the passive.
4. To bring about correction and avoidance of common errors of speech.
5. To develop pupil ability and desire to engage in worthy conversation in informal and formal groups.
6. To develop a pupil consciousness of the need for systematic and accurate planning for both oral and the written language contributions.
7. To lead pupils to master necessary forms of written work and to make good form and necessary mechanical detail habitual.
8. To utilize life situations for developing creative language work.
9. To develop power and interest in intelligent interpretation of the thoughts of others—both oral and written.
10. To provide a variety of choice language materials for pupils' use and encourage its use.
11. To help pupils gain a living knowledge and appreciation of some of our best authors and their works.
12. To lead pupils to reproduce attractive stories and poems, and make some of their own.
13. To help pupils realize that:
 - a. Every lesson is language expression.
 - b. Language is an important medium of understanding and, therefore, should be expressed in clear terms.
 - c. Written work and reading matter are but the records of thoughts living in the present.
 - d. Every person should cultivate the habit of correct expression.

III. Materials and activities.

A. SELECTING AND ADAPTING PUPIL MATERIAL

As language work advanced by grades the scope broadens into a far more extensive use and variety of materials. Texts in the hands of the pupils, The Open Door Language Series, Grades Four to Seven, inclusive, are required in fourth grade and above; but not in the primary grades. Reference books, the dictionary (individual copies for the pupils and an unabridged for class use), maps, charts, encyclopedia and atlases are used, and a greater amount of reading material—both the classical and the informational and entertaining—should be used. Pictures should be included for illustrations, inspiration and interpretation for both oral and written work.

The collection should include prose and poetry and admit of still other classifications such as narrative, descriptive, expository and argumentative; lyric, epic and drama, with the story as basic in all modes. The average sixth grade pupil may be stirred by myths, legends, and stories of native and foreign lands. Poetry makes a strong appeal at this time of life because of its rhythm and imagery. Dialogue not only arouses interest but furnishes an excellent instrument for oral expression. Humorous selections add variety and stimulate desire to conquer the mechanics of reading and language. Hero worship strong in children of this age calls for short biographies, both real and fictitious. For the younger pupils in these grades should be included accounts of voyages, descriptions of animals or plants, history stories or descriptions of important industries, when presented in suitable language.

Desirable grade selections may be found in the "State Approved Library List for Elementary and High Schools," North Carolina Education Association.

The teacher should know the contents and difficulties of all her grade books. She should lead pupils to read books in terms of each pupil's specific needs. She must recognize that some books are bracing to higher endeavor; others are sedative—bringing us peace where we are overwrought, and quiet where we are weary; others are specifics for definite weaknesses and failings, and if applied in childhood may work positive cures. For example, if imagination is weak poetry and fairy tales will strengthen it; if the power to observe is dull, nature studies or books of popular science will stimulate it; if ambition is lacking, biographies of great men and women will arouse it; if the logical faculty or appreciation of cause and effect is feeble, history will influence it. Books are a remedy for every ill, a cure for every weakness; therefore, provide for all the pupils an effective use of many books of many kinds.

B. ACTIVITIES

Language activities should be based on pupils' interests, needs and abilities as related to the general objectives of the language course and the other school subjects to make language teaching of most purposeful and permanent value. All activities should grow out of life situations but may result in the introduction of specific and technical learning. Examples: finding out from the text or other reliable sources how to write a good friendly or business letter; how to make an effective announcement, oral talk; how to use capital letters properly; how to punctuate, abbreviate, get new words and use a variety of appropriate words; what constitutes a good sentence, its parts and how to recognize these; how to produce varieties of written language and interpret and use to best advantage the works of others.

Effective pieces of language work may and should grow out of other school subjects. Example: In a study of clothing the pupils may wish to write a play and dramatize it for the entertainment of others and to show what the pupils have learned about clothing. All oral work, written work and reading are language expressions to be as carefully guarded as though they were a specific part of the language period.

The highest type of language activity is that which deals with creative language work because this can come only after the pupils have gained some knowledge of language technique and the works of others. See Mearns, *Creative Youth*, and Mearns, *Creative Power*, Doubleday.

C. CRITERIA FOR THE SELECTION OF MATERIALS AND ACTIVITIES

1. Does the activity on which the class or group is to begin work appear to be within the ranges of both the oral and the written language interests, needs and abilities of the pupils?
2. Can the correct form be made perfectly clear?
3. Will the available materials afford pupils the opportunity to practice correct forms of language which the majority of the pupils need to master?

4. Do the material and activity add new and enriched meaning to the problems being worked out in connection with the content and routine of other schoolroom activities?
5. Is it likely that this material and activity will suggest to pupils other worthy language problems, such as authorities have found next in order of difficulty, and enlist their interests in mastering them?
6. Do the material and the activity assist the teacher and pupils to see relations between different branches of the traditional subjects?
7. Do the material and activity furnish their own "drive"?
8. Does the activity give opportunity for sufficient purposeful repetition to insure adequate learning?

D. LANGUAGE FORMS

Every decidedly effective response in life has certain corresponding controls either natural or prescribed by common practice. Both types of responses and controls are present in language. In the first class come language expression as a means of being understood and a stock of words as vehicles of thoughts and ideas, both of which have natural controls. To be able to exercise these may be thought of as a natural situation controlled by physical, mental, social and educational conditions. To make more skillful the use of language as a means of being understood and understanding others certain established regulations have come into existence and become established practice. These, usually treated in grammar, may be termed, "language forms," and have to do with the way one speaks, writes and acts in language expression. These come in the second class as prescribed and established controls.

Full agreement has not as yet been made with regard to the grades in which specific language forms should be taught, but consensus of opinion is that the most effective teaching comes through learning in terms of specific and felt needs. There is also sufficient agreement in the selection of general grade subject matter and activities to insure some degree of uniformity in the actual needs met with by the pupils of the various grade levels. Therefore, it seems wise to say that if the teacher keeps in mind the suggested forms by grades, a careful record of pupil accomplishments, and attempts to meet the actual needs, met with by her pupils in their work, she can insure a reasonably satisfactory handling of these. If all recommended grade language forms do not present themselves in the pupils' general language experiences such activities should be initiated as will create needs for these essential and unlearned technicalities. The textbook and other references may be used in this connection for setting exercises. They should provide (1) practice work, and (2) reference books of rules, for the recollection and observance of which the pupil is held responsible. These things are not to stand out in the pupils' minds as book-created, book-enforced things; but as reasonable conventions of ordinary practice, called for in orderly, careful work. Treatment of these under remedial instruction and new grade essentials is given more in detail in the various grade outlines.

Speech errors, because of their frequency and because of the need for breaking an undesirable habit in its early stage and supplementing in its place a desirable practice, should be dealt with specifically and carefully. A study has been made showing that most common speech

errors occurring throughout the grades are those dealing with the use of verbs. The mis-use of pronouns is also responsible for a great many more. (See suggested difficulties by grades, and recommendations for treatment of these.)

IV. Method and procedure.

Emphasis in language instruction should be placed on creating on the part of each pupil a desire to know, helping him to determine what he should learn and how to obtain and use his language ability, rather than to teach for the sake of imparting facts which pupils may have no desire for, see no need of, and may never be able to use.

A. INTERPRETING THE SITUATION

The work in these grades should be built on the accomplishments of lower grades. A survey should be made to find out what has been taught, what should have been taught, what should logically follow and what may be expected of pupils in the grammar grades.

All of these questions, except for the first which has to do with what the pupils have learned in lower grades, may be answered by careful study of the language course of study by grades, and reading the books listed under teachers' references. The first question which has to do with what pupils know at the beginning of the year may in part be answered by administering and interpreting diagnostic tests. (See language texts listed on page 175.) All language scores should be interpreted in terms of individual abilities; mentally, socially and educationally, or that which shows to what extent each pupil has had an opportunity to master the work expected of him. Each pupil's record should be compared with the average for the group, thus determining the needs for grouping within the grade.

B. GROUPING WITHIN THE GRADE FOR INSTRUCTIONAL PURPOSES

Practically all grades having an enrollment of fifteen or more can profit by grouping pupils for instruction in terms of specific needs peculiar to the group. The two major factors for determining groups are: progress made and ability to make progress. There are those who have mental ability and have made normal progress in language. These should form a group for regular grade instruction. There are those who have normal mental ability but fail to show normal progress. These should form a second group for special instruction. There are those who fail to measure up to standard mentally and educationally. They should form a third group and receive a different type but still more specific instruction. Pupils should be changed from group to group during the year as justified by individual language growth. Therefore, all groups should be temporary in that changes constantly take place, and permanent in that group instruction, as to subject matter and method, are being constantly adapted within the grades.

C. USE OF THE TEXT

The adopted text, Open Door Language Series, should be used systematically and effectively as a basal factor in the course. The teacher

should know the plan of the text, its contents and the contents of the teachers' manual before attempting to teach. At all times the text should be used in relation to pupils' felt needs as discovered in their every-day language expressions and interests in all phases of school and recreational life. Of necessity the text should be supplemented with much reference and reading material.

D. USE OF REFERENCE MATERIALS

As a part of the language course pupils should be given definite instruction in the use of reference materials: dictionaries, encyclopedias, maps, charts, guides, atlases, the library index and shelving and sets of pupils' reference books such as *The World Book*, *Compton's Pictured Encyclopedia*, series of graded poetry and other general helps. Periods for group instruction in this should be provided and the materials should be handled with definite problems in mind. Procedure learned should be carefully followed in the future use: such as steps suggested in looking up a word, finding books wanted and returning books to the shelf or proper authorities after they have been used. Reinforced teaching as to the care of books may well be included in this because pupils often show less respect for public property than for their own books.

Pupils should own and learn to use systematically and effectively a good school dictionary. A larger classroom or school dictionary should also be available. Systematic and effective instruction should be given in the use of the dictionary which may be introduced in fourth grade or earlier. Explanation should be made as to the alphabetical arrangement, how to open at the approximate place, reading and choosing the most effective definition. The pupils' attention should also be called to the classification of words as to nouns, verbs, adverbs, adjectives, derivations, and to homonyms, synonyms, etc. Correct pronunciation, spelling, and the wider use of words should be taught, thus bringing into active use much of the pupils' passive vocabulary. Skill in the use of the dictionary may be increased through the use of drill in the form of games and contests. See course in spelling for additional suggestions.

E. USE OF CLASSICAL LITERATURE

The use of all reading matter, whether in the language course or other courses may be classified as language work, and the language course should influence for a more effective selection and use of all reading matter, both in and out of school.

No attempt has been made in this course to provide a minimum or a maximum reading list, but in each grade appears a suggestive list showing possibilities in variety, quality and content. The kind and number of books used should be determined by the situation at hand.

Instruction should be so varied and inclusive in nature as to provide rich experiences in the use of literature and general reading matter. This should include silent reading periods for the use of books, story-telling, book reviews, discussions, criticisms, debates, dramatization and other activities which may be a natural outgrowth of reading. Continued use should be made of the reading experiences as a

basis for oral and written composition and emphasis on effective story-telling. Additional requirements as to kind, length and manner of presentation should be set up. More preparation should be required before contributions are accepted, and the contributions may be expected to measure up to definite and previously accepted standards such as may be worked out in class. For suggestions regarding story-telling, dramatization, and poetry as follow-up work based on reading see general discussion of language in the primary grades. For book reports, see outline given in third grade.

Literary clubs providing for the use of reading information gained through the use of library and other pleasure reading books are of great value. "A Poetry Club" to encourage the love of poetry among children may be conducted by letting children bring to club their favorite poems for reading and discussion. Encourage pupils to compile the favorite poems of the club. Assist them to make a special study of poetry written for children and of poetry written by children. Encourage children to write poems and to club for discussion. "A Press Club" may be organized to select and compile material for school papers and magazines and to make a special study of the publishers. The activities may be to edit papers or magazines for the school and to furnish some of the content such as stories, poems, and news items. "A Story Hour Club" should interest members in certain books and stories of value for leisure time, and to develop an interest in story-telling. The programs may be based on stories of interest to members and may be given in school, in hospital wards and to others shut in or unable to read. Christmas stories for the lower grades may be made a special feature in lower grades. "A Travel Club" to study in an interesting way the life and customs of people in other parts of our own country and other lands appeal to almost any group of children. "A Sunshine Club" to bring cheer to shut-ins may make scrap books, sing carols, recite poetry, tell stories, give musical entertainments, etc. See fourth grade outline for a description of an English Club as actually carried on. Still other attractive clubs may be a "Magazine Club," a "Music Club," a "Literary Club," a "Friendship Club," "An Etiquette Club," a "Debating Club," a "Dramatic Club," or an "Audubon Society."

F. COMPOSITION—ANY COMPOSITION IMPLIES FOUR STEPS*

1. DESIRE ON THE PART OF THE PUPIL TO EXPRESS HIMSELF

This implies that the able teacher will so utilize every-day situations that the desire will be present. If the class is encouraged, the pupils will suggest pertinent subjects.

A tremendous field for this may be found in large unit studies, extra-curricula activities and routine demands, and should be utilized to motivate the language instruction.

The absences from class furnish a practical occasion for letter writing and should, after communication with the attendant officer, give practice in letter writing of inquiry, condolence, and information (assignments). Letters of requests to business concerns, to public speakers, to parents and friends, and letters of appreciation,

*Adapted from Denver Course.

response and to accompany an article or a gift are needs recurring in every school.

Announcements from the assembly platform, introductions of speakers, advertising, and issuing informal and formal invitations appeal to morale and should be developed as class work since the practical motivation exceeds any artificial situation.

Such assignments should be competitive or should rotate among the classes and practiced between classes before being carried out in assembly. Those in charge of extra-curricula activities and attendance should see that the responsibility is systematically distributed to various classes. Teachers favoring activity programs can easily and effectively carry on this type of composition work.

2. POSSESSION OF NECESSARY FACTS

Regardless of his willingness to talk no pupil should be allowed the privilege of using class time unless he has available facts in his possession and can show a readiness for entertaining others. He should be given frequent opportunity to "try-out" and if not ready with a real contribution should be led to discover his needs and try to meet these.

3. ORGANIZATION OF MATERIAL

Organization of material involves consideration of these factors: The need of the occasion, the form of expression agreed upon, the emphasis of the grade, the development required by the previous grades and the abilities peculiar to the individual—mentally, socially and educationally.

4. PRESENTATION

Presentation of written material should be properly motivated. This can best be done by creating a situation which will develop on the part of pupils a felt need for the specific thing they are writing. Technique of margins, construction, legibility and organization should be recognized as essential tools.

The desire on the part of pupils to speak should be balanced by a desire on the part of others forming the audience to hear. In oral presentation definite principles should be constantly practiced.

Physical posture: Stand erect, body balanced on balls of feet, and body relaxed but not slumped. For ease shift the position occasionally. Hands should be allowed to hang with ease at the sides most of the time. Eyes should be directed at the audience and move from one to another casually so as to make every one feel that he is being spoken to. The speaker should choose a location which will enable him to speak to the entire audience most easily. This usually means that he should stand in front of the class.

Voice: A pleasing voice should be cultivated. It should be so pitched as to be heard by every normal member of the audience. Enunciation should be clear and distinct. The rate of utterance should be appropriate to the subject and pleasing to the group. When the pupil has acquired a good physical posture he will naturally relax and become mentally comfortable. Usually in this condition his voice will be natural and pleasing. If not, special training should be given.

Manner: The pupil should have the manner of one interested in what he is saying and the effect he is producing. (See manual for use of text, page 10.) The natural desire of the pupil to relate some experience is ever-present and should be encouraged and directed. Composition scales carefully explained and posted in a conspicuous place help pupils to know what may be expected of them. Pupils should be encouraged to make frequent comparisons with their own work and submit to the teacher and to a bulletin board committee only their best. The Willing Composition Scale will be of great assistance here. The teacher in grading compositions should concentrate on one or two special points until they are well impressed and then select other points. This enables the teacher to give more written work since she can correct the papers or have pupils evaluate them more quickly. It also makes the matter clear to pupils if their attention is called to only a few points at a time. No written work should be required which cannot be evaluated as such and result in improved practice.

G. LANGUAGE FORM

Rules and regulations concerning correct practice in language, often termed as technicalities, can best be taught and should be taught as needs arise. See suggestions under subject matter and activities for determining needs. Provide good reference and adequate assistance or guidance in determining correct form or usage and see that such is adopted. Where necessary provide extra drill periods for complete learning of certain usages. Provide such variety here as will take care of both remedial and initial instruction. Continue the use of language games adapted to the particular need to be met. Keep in mind desirable characteristics of language games:

1. They should involve many repetitions of the correct form.
2. They should have a definite aim or purpose.
3. They should involve natural situations.
4. The incorrect form should never be involved.
5. No pupil should be eliminated from a game because of making a mistake in the game.
6. There should be no waste of time in carrying out the game.
7. The period of time used for the game should be short.

Good language games may be found in or adapted from the textbook series and from the following:

Charters' Games and Other Devices for Improving Pupils' English. U. S. Bureau of Education, Bulletin No. 43, 1923.
 Young-Memmott. Methods in Elementary English. Appleton.
 Brueckner-King. Language Drills, Series for Grades 3-8. Mentzer.
 Tucker. English Grammar Hurdles. (For upper grammar grades and junior high school.) Lippincott.

H. USE OF MEASURES AND STANDARDS IN LANGUAGE

1. *Standardized tests*

Because of the unreliability of teachers' grades common scales of measurement are needed; but as yet no one scale has been devised for a satisfactory, standardized and complete measure of language ability. Standardized tests are available and may be used to advantage in certain phases of this work, such as sentence structure, written composition, letter writing, etc., the sum total of which may be of valuable assistance to the teacher in making a diagnosis

of pupils' abilities and progress. The most commonly expressed measure of language given by course of study-makers are: language outcomes, attainments or accomplishments by grades, and supposed to be in keeping with the objectives or aims set up for the grade, grades or department under consideration. Standardized tests are exceedingly helpful if properly selected, administered, graded and interpreted. If not handled properly they may prove to be an unsatisfactory measure of work and an injustice to pupils. (See County Testing Program, State Department, Division of Elementary Instruction.) The most commonly used language tests seem to be:

- Briggs English Form Test, Grades VII and VIII and High School, Bureau of Publications, Teachers' College, Columbia University.
- Charters' Diagnostic Language Tests—Pronouns, Verbs, Miscellaneous A and Miscellaneous B, Grades III to VIII. Public School Pub.
- Charters' Diagnostic Language and Grammar Tests—Pronouns, Verbs, Miscellaneous, Grades VII and VIII. Public School Pub.
- Hudelson English Composition Scale, Grades IV to XII. World.
- New York English Survey Tests—Language Usage, Sentence Structure, Grades IV to VIII; Grammar, Literature Information, Grades VII and VIII. Public School Pub.
- Trabue, Nausau County Supplement to the Hillegas Scale. Teachers' College, Columbia University.
- Lewis, English Composition Scales, Grades IV to XII. World.
- Willing Scale for Measuring Written Composition. Public School Pub.
- Wilson Language Error Test, Grades III to XII. World.

2. *Informal standards*

Standard forms for an outline, a bibliography, a friendly or a business letter, for margins, for capitals, for punctuation and for other points on which teachers may differ, should be agreed upon by the school as a whole so that a child is not required to change his method from teacher to teacher and from grade to grade. There must be some continuity in procedure from grade to grade if the pupil is to develop sound practice. Standards should be determined by an examination of commonly used forms and not by the teacher's, the principal's, or the superintendent's opinion. Suggested standards for oral composition are given under item 5 of expected outcomes for grammar grades. Suggested standards for written composition are given under item 3 of the expected outcomes for written composition. Still other and more specific standards should be worked out in class and used as a guide. Examples: How to take notes, dictation, assignments; write minutes, announcements, invitations, social letters, business letters, outlines, excuses, requests and complaints. How to copy, how to write poetry and plays. Rules for the use of capitals, punctuation, spelling, writing, etc., may also prove helpful if pupils produce and adopt such. (See McBroome, *The Course of Study in Written Composition*, University of Iowa.)

V. Expected outcomes for grammar grades, four to seven, inclusive.

A. ORAL COMPOSITION

1. Ability and desire to discuss topics from various content subjects.
2. Ability and desire to make brief and interesting talks on well-chosen subjects independently arrived at.
3. The habit of using correct pronunciation, clear enunciation and a variety of well-chosen words.
4. The use of clear, forceful and related sentences and the avoidance of unnecessary short, choppy or long and involved sentences.

5. The development and constant use of certain common measures, or a criteria for evaluating the structure and content of formal oral composition. Example:

Did the speaker use a pleasant voice?
 Did he speak clearly and distinctly?
 Was the subject of interest to the class?
 Did the speaker use a good opening sentence?
 Did each succeeding sentence add some definite information?
 Were they in proper sequence?
 Were his sentences well-stated, related to the subject and in the proper sequence?
 Did the final sentence bring the talk to a satisfactory close?

6. Ability to give effective dictation.
7. Ability to recall, as shown by memory work, relating facts, and making outlines.
8. Maturing judgment as indicated in describing, questioning, debating, answering questions, and advancing worthy suggestions.

B. WRITTEN COMPOSITION

1. The ability and habit of using correct form in all written work including good penmanship, correct spelling, punctuation, capitalization, neatness and a variety of accepted styles on paper; as in letters, invitations, announcements, poems, and plays.
2. The habit of checking one's own work and presenting only the best to others.
3. The development and use of certain common standards of measure or criteria for evaluating paragraph writing. Example:

Is the work neat?
 Is the title properly written?
 Are the margins correct?
 Are the sentences correct in form?
 Are all the words correctly spelled?
 Does the beginning sentence prepare for what is to follow?
 Should any sentences have been combined? Divided?
 Does the closing sentence conclude the paragraph?
 Do all sentences contribute, in logical order, to the subject?
 Does each paragraph deal with but one subject or topic?
 Would the paragraph or paragraphs sound well if read aloud?

4. An ability to copy and to take dictation rapidly and correctly?
5. The habit of independently copying, outlining and listening to things of personal interest.
6. A desire and a growing ability to express oneself in writing.

C. INTERPRETATION OF LANGUAGE AS BASED ON READING

1. An extensive use of worthwhile reading matter.
2. An ability to select and enjoy the best in literature.
3. Skill and interest in the use of reference materials.
4. An enriched vocabulary—both active and passive—and a desire for new words.
5. A critical and sane judgment concerning material read.
6. An ability to organize and reproduce stories and other special selections.
7. An ability to produce from memory choice rimes, poems and quotations.
8. An ability and practice in producing book lists, outlines, stories, rimes, poems and plays.
9. An ability and practice in making book reports.
10. An ability and desire to use leisure time for effective reading.
11. Respect for books and a desire to own more books.

D. LANGUAGE RELATIONSHIP WITH OTHER SUBJECTS

1. An ability to find, read, interpret and use materials assigned in any subject.
2. An ability to find, read, choose and to use information needed in answer to a question, in preparation for a speech, in the solution of a problem.

3. A desire to maintain correct language practice as related to other subjects and all language expression.
4. The development of language abilities as needs arise in the various school subjects.

VI. Teacher's reading and reference material for grammar grade language work.

1. *Outline and discussion of the content for an elementary course of study in language.*

Hosic. The Elementary Course of Study in Language. University.
 Chubb. The Teaching of English (Revised). Macmillan.
 Bobbitt. Curriculum Investigations. University of Chicago.
 Sheridan. Speaking and Writing English. Sanborn.
 Tippet. Curriculum Making in an Elementary School. Ginn.
 Mahoney. Standards in English. World.
 Collins. An Experiment With a Project Curriculum. Macmillan.

2. *Psychology and method.*

Henderson. Materials and Methods in the Middle Grades. Ginn.
 Parker. Types of Elementary Teaching and Learning. Ginn.
 Gardner-Ramsay. A Handbook of Children's Literature. Scott.
 Mossman. Teaching and Learning in the Elementary School. Houghton.
 Rugg and Shumaker. The Child-Centered School. World.
 Mearns. Creative Youth. Doubleday.
 Mearns. Creative Education. Doubleday.
 Moore. The Classroom Teacher, Volumes III and VI. The Classroom Teacher, Inc.
 Wilson. Motivation of School Work. Houghton.
 Wohlfarth. Self-Help Methods of Teaching English. World.
 Moore. The Primary School. Houghton.

3. *Literature: Subjectmatter and how to teach it.*

Curry-Clippinger. Children's Literature. Rand.
 Lowe. Literature for Children. Macmillan.
 McClintock. Literature in the Elementary School. University of Chicago.
 Beust. American Library Association Book List, American Library Association.
 State Approved Library List for Elementary and High Schools, North Carolina
 Education Association.

4. *Poetry: Content material and how to use it.*

Haliburton-Smith. Teaching Poetry in the Grades. Houghton.
 Untermeyer. The Singing World. Harcourt.
 Thompson. Silver Pennies. Macmillan.
 Conklin. Poems by a Little Girl. Stokes.
 Bates. Modern Lyric Poetry. Row.

5. *Language manuals based on textbook series.* (For textbook series see page 125.)

Teacher's Guide for Use of Open Door Series. Houghton.
 Boenius. The Teaching of Oral English. Lippincott.

6. *Pictures.*

Carpenter. Stories Pictures Tell. Rand.
 Perry Picture Company, Malden, Mass.
 Brown-Robertson and Company, 415 Madison Ave., New York.
 Elson Picture Company. Boston.
 Art Extension Society. Westport, Conn.

7. *Language games and drills.*

Charters. Games and Other Devices for Improving Pupil's English. Department
 of Interior, Bureau of Education.
 Young-Memmott. Methods in Elementary English. pp. 153-234. Appleton.
 King. Language Games. Educational Pub.
 Guiteau. English Exercises and Tests Grades Five and Six. Johnson.
 Pribble-Brezler. Practice Cards in English, Grades 3-6. Lyons.

8. *Writing and composition.*

McBroome. The Course of Study in Written Composition. University of Iowa.
 Ayers. Handwriting Scale, Gettysburg Edition, Russell Sage Foundation.
 Willing. Composition Scale. Public School Pub.
 Freeman and Daughtry. The Teaching of Handwriting.
 Hudelson. Composition Scale. World.
 Lewis. English Composition Scale. World.

9. *Story-telling.*

Curtis. Why we Celebrate Our Holidays. Lyons.
 Thorne-Thomsen. East O' the Sun and West O' the Moon. Row.
 Sheriff. Stories Old and New. Ginn.
 Curry-Clippinger. Literature for Children. Rand.

10. *Books of plays for grammar grade pupils.*

Finney. Plays Old and New. Allyn.
 Knickerbocker. Plays for Classroom. Holt.
 Thomas. Atlantic Book of Junior Plays. Little.
 Webber and Webster. Short Plays. Houghton.

11. *Measuring in education.*

Russell. Standard Tests. Ginn.
 Trabue. Measuring Results in Education. American.
 McCall. How to Measure in Education. Macmillan.
 Orleans and Sealy. Objective Tests. World.
 Lincoln. Beginnings in Educational Measurement. Lippincott.
 Ruch. The Objective or New-Type Examination. Scott.
 Dearborn. Intelligence Tests. Houghton.

12. *General reference works.*

..... The World Book. Quarrie.
 Champlin. New Champlin Cyclopedia for Young Folks: Art Literary, Mythology.
 Holt.
 Compton's Pictured Encyclopedia. Compton.
 Thompson. The Book of Knowledge.

FOURTH GRADE

The work in this grade may show a more formal and technical approach in that it is based on a required text and such other supplementary material as may seem necessary for the realization of the requirements set up for this grade, both technical and non-technical. The choice and use of all materials, however, should be in terms of the pupils' needs and experiences. Conversation because of its direct and its transferred values to the more formal oral and written speech, continues in the fourth grade as a basic essential. Recommendations and common practice in this grade indicate that approximately three-fourths of the language composition time should be given to oral work and that five hours per week may be considered the minimum time to be given to language work including literature and integrated with reading and other subjects. Suggestions for work in this grade are:

1. Suggested fourth grade objectives (such as may guide the teacher in her work).
2. Subject matter and activities (essential for the realization of these objectives).
3. Procedure (such as many teachers have found satisfactory).
4. Suggested fourth grade outcomes (which may be expected in terms of the former recommendations).
5. References.

I. *Suggested fourth grade objectives.*

1. To continue the development of objectives set up for lower grades.
2. To develop an ability to speak fluently and vividly on subjects of immediate personal interest.
3. To develop an ability to speak correctly and to insure a desire for only the best.
4. To increase the quantity and quality of pupils' written work.
5. To increase the paragraph sense to the extent that pupils will practice such in both oral and written composition.
6. To develop the power of interpreting, evaluating and appreciating the thoughts of others.
7. To increase appreciation for good elementary grade literature conducive to worthy pupil development.
8. To develop in pupils the sense of wholesome self-criticism in all language work.
9. To create a desire and an effort for original contributions.

II. Subject matter and activities.

A. MATERIALS

1. *Text*: The Open Door Language Series, Fourth Grade.

2. *Suggested supplementary for general reference*:

- a. Two or three series of language text. (See recommendations under Suggestions in regard to the selection and organization of subject matter, page 125.)
- b. General reference material: dictionary, maps, charts, guides, magazines, papers, library and index.
- c. Basal supplementary and reference books used in the various grade subjects other than language. (See State List of Elementary Textbooks, Basal and Supplementary; and the fourth grade reading outline.)
- d. Special collections of classical and general reading and picture material of fourth grade difficulty. This includes a variety of good poetry. (See reference lists at end of this outline. For comments see grade three.)

B. ACTIVITIES

Activities suggested for third grade should be continued in fourth grade with increased interest and purpose. Interesting and worthwhile activities for fourth grade:

1. ORAL

- a. Talking about personal experiences in school (natural science, social studies, practical arts, fine arts, health), outside of school (home, street, recreation and leisure), work (how to make a bird house, how to make butter, etc.), clubs and church.
- b. Reproducing a story, outlining a story, criticising a story, telling a story from a picture, writing original stories, listening to stories and other productions and dramatizing a story.
- c. Making riddles, rimes, and poems.
- d. Playing a game, describing a game and directing a game.
- e. Asking and answering questions.
- f. Organizing and carrying on a language club.
- g. Talking about and drilling in the use of the alphabet and words, especially with regard to the use of the dictionary.

2. WRITTEN

- a. Copying letters, stories, poems, directions, examples (as in arithmetic), outlines and references.
- b. Explaining in writing how something is made.
- c. Writing directions for reaching a certain place.
- d. Writing paragraphs of narration, description and exposition based upon activities in the school (natural science, social science, practical arts, fine arts, health and safety), out of school (home, street, duties, recreation and leisure).
- e. Keeping diaries.
- f. Making booklets of original stories and poems.
- g. Correcting one's own work and that of classmates.
- h. Taking a test, dictation, and filling blanks.
- i. Use of written drill exercises.

3. USE OF READING MATERIAL AND REFERENCES

- a. Listening to, reading, telling, re-telling, dramatizing and making stories.
- b. Listening to, reading, memorizing, reciting and making rhymes and poems.
- c. Building a picture show, puppet show, making sandtable illustrations and other objects.
- d. Writing plays, book reviews, book lists, outlines, and criticisms.
- e. Looking up references, gleaning information, reading for pleasure.
- f. Entertaining others with programs based on reading experiences. This may be done in chapel exercises, special day exercises (holidays, commencements, school visiting days) and for grade mothers and other visitors from the outside and from within the school.

C. TOPICS

Topics of interest to pupils should be drawn freely from home life, school and community interests, recreations, readings, etc. Projects, even though not initiated during the language period, should be drawn upon for almost every phase of language learning to take place in the grade and as included in the grade objectives. Freedom in the selection and development of topics should be in proportion to the varying interests, experiences and abilities of the pupils.

D. LANGUAGE FORM

1. REMEDIAL WORK

All requirements in previous grades should be given systematic and sufficient treatment to insure complete mastery and automatic use.

2. NEW AND CORRECT USAGE

New grammatical terms and standards for composition as essential to the realization of the grade objectives should be taught as needs arise in actual practice. If a natural situation does not arise, the teacher should create and take advantage of an interesting one. Needs most likely to be met with in technical grammar are:

a. *Common speech errors*

- (1) Incorrect oral form: "Have rode" for "have ridden"; "begun" for "began"; "brung" for "brought"; "sing" for "sang"; "he don't" for "he doesn't"; "Ruth and Tom is going" for "Ruth and Tom are going"; "I hain't got no" for "I haven't any"; etc.
- (2) Pronoun errors: "She is taller than me"; "themselves" for "themselves," etc.
- (3) Pronunciation: Words ending in *ing* pronounced as "readen," "singen," etc., "whar" and "thare" for "where" and "there."

b. *Written form, punctuation, capitalization and spelling as introduced in earlier grade written work and standards for oral composition should be reviewed and elaborated on in this grade. Most of the following and possibly others may be introduced.*

- (1) The inside address of a letter; a knowledge of what is included, the location, punctuation and capitalization. (See text, page 171.)
- (2) Salutation; the location, capitalization and punctuation for a friendly letter.
- (3) Letter content; more adequate knowledge of interest factors in a letter, a knowledge of general principles to observe in writing a friendly letter—variety complete sentences, clear in meaning, brief.
- (4) The envelope; planning and writing the address, setting up and arranging the return. (See text, page 172.)
- (5) Materials; knowledge of when to write in ink, kind of paper, how to fold a letter, and where to place the stamp.
- (6) Form, capitalization and punctuation for rimes and poems.
- (7) Form and punctuation for conversational stories and plays.
- (8) An analytical treatment of the simple sentence, as to subject, predicate, number (singular and plural of nouns and verbs), the agreement of the subject with the predicate in number, adjectives as modifiers and a few con-

tractions using the apostrophe in a new way—Example: “o’clock,” “don’t,” “hasn’t.”

- (9) Stricter attention to margins, indentations, and similar formalities.
- (10) The paragraph sense expended to include four or five correct, well-chosen and well-written sentences.

If expedient, as determined by local survey, the correct usage drills in the text should be changed to fit the particular needs of the class. Needs in both oral and written work can best be remedied in this way as difficulties arise. In oral composition more exacting requirements may be made by the teacher and the pupils of this grade and gradually put into practice. Persistent repetition of correct forms of expression is absolutely essential in order to weed out errors and make correct practice habitual. Completion exercises, games, drills, direct criticisms and informal tests are all means to a desired end. Models and copies of pupils’ best work should be available. (See text and Sheridan’s *Speaking and Writing English*.)

III. Procedure.

The actual amount of time to be spent in language work should be determined by the local situation and the general organization of the fourth grade work. Approximately three times as much time should be given to oral as to written work. (See recommendations by Sheridan, Moore and Mahoney.) In addition to oral and written composition much time must be given to reading and the study of good books. Read section on language for the grammar grades.

Story and poetry books, such as listed, should be used freely and supplemented as interests and needs lead into special phases of work. Special selections should be made as needs arise in unit studies and the various school subjects. Pupils may be expected to master fifteen or more good stories and fifteen or more poems which they like best. See Part III, introduction, page 133, for suggestions in teaching stories, poems and dramatization. Pictures, such as listed, should be used as a basis for language expression, illustration and inspiration. (See Teachers’ reference for use of pictures.)

More careful preparation of oral work is necessary for its own improvement and as a pre-requisite to better written work. Attention should also be given to language forms which have not become an automatic practice. Written work should continue to come in response to a felt need such as communicating, sharing, recording, preserving and improving. This may take the form of letters; invitations; a diary; a journal; a record for nature study, history, geography, etc.; writing a song, poem or play. The newspaper may be used here as a wholesome incentive. The writing of riddles may also stimulate the pupils’ thought, strengthen the sentence sense, and promote orderly thinking to the point of clearness, neatness and force on paper.

The independent work of this grade should be limited to one paragraph composition of five or six well-organized sentences. (The more advanced pupils will often wish to write longer paragraphs.) After the pupil has made his own corrections he may be allowed to read the paragraph to the class and receive favorable and constructive criticism as to thought, sentence structure and arrangement. The capitalization, spelling, punctuation,

and writing should be carefully checked later, possibly by a committee and eventually by the teacher. (Standards for rating should be worked out in class and used by pupils. See procedure in third grade outline.)

The language materials and topics listed as subject matter for this grade suggest correlations and integrations such as may be realized from projects and large unit studies, originating either in language or other subjects and furnishing a natural and interesting language situation. The value of language instruction may well be measured by the extent to which it functions satisfactorily in the every-day needs of the child. A concrete illustration of such possibilities, and including some desirable language outcomes in teaching, have been taken from an actual fourth grade situation in Grace School in Buncombe County, spring 1930. At the request of the supervisor, the teacher, Miss Territta Butrick, submitted the following (which is abridged here to save space):

AN ENGLISH CLUB

Teacher. "Nothing appeals to children quite so much as an opportunity to pretend that they are grown-ups. They really enjoy assuming responsibility and having a chance to use their imagination. For these reasons we decided to organize a club including every child in the grade and to meet once a week at the language period. The name chosen was 'The Happy Workers.' The club motto:

'Do all the good you can,
In all the ways you can,
To all the people you can,
Just as long as ever you can.'

"A president, vice-president, secretary and treasurer were elected by ballot. Chaplain, director of toy symphony and various committees were appointed. The duties of each officer and committee were outlined and explained more fully.

"After being assisted by the teacher for two or three times, in preparing reports and programs, the pupils are able to make and carry out their own programs.

"The meetings are conducted in a business-like way. The little president uses a tiny gavel and presides with much dignity. The children address the chair before making a talk and have learned how to make a motion. The business meeting is followed by an interesting program, consisting of music, reading, playlets, or original talks.

"The teacher is the official critic but she does not interrupt the club session with her criticisms. All reports must be written and handed to the secretary after they are read. The secretary gives the reports to the teacher to be corrected before they are recorded in the minutes. (It is surprising how well the little folks prepare these reports.) Every child is a member of some committee, and committee meetings are held the day before the regular meeting of the club for the purpose of preparing reports to be read later by the chairman.

"Grammar, spelling and composition have been greatly improved since the pupils have been making this practical use of the language lessons learned. Our supervisor recently visited one of the club meetings and after inquiring into the general plan of the work requested a brief written report from the teacher. The following are extracts from the minutes of the meeting which she observed and personal letters written by the pupils:

"MINUTES

The Happy Worker Club met Thursday, April 17, 1930. Helen Hoffman, the President, presided. We repeated our club motto. The Chaplain, Lewis Beam, told a Bible story and led the prayers. The Secretary read the minutes of the last meeting. All of the committees had good reports. Adelene Barnett moved that we take in

Virginia and Robert Bunch as new members. The motion passed. Miss Butrick gave them club pins.

It was decided to study wild flowers next week and make a scrap book.

Miss _____, our supervisor, was a visitor. She made a little talk. Then she introduced Miss _____, State Supervisor. Miss _____ made a talk too. She said she had visited many schools in our state and she thought our club meeting was one of the best language lessons she had ever heard. She asked us to write her a letter. We didn't have a program because we gave a program at assembly. The reports will be added to the minutes.

JOHN WITHERS, *Secretary.*

"REPORT OF PROGRAM COMMITTEE"

We read in "My Weekly Reader" that next Thursday, April 28, is National Wild Flower Day. We think it would be fine to study about wild flowers next week and make a scrap book.

We will try to have a program about wild flowers.

ELLEN PATTERSON, *Chairman.*

"SERVICE COMMITTEE"

We sent 45 Easter cards to a Mexican school in El Paso, Texas. We sent 40 Easter cards to the Mission Hospital. Six of our members made scrap books for the children in the hospital.

All of us made Easter book marks for our mothers.

Margaret and I picked up paper in the basement.

RUTH HENDERSON, *Chairman.*

"REPORT OF SAFETY COMMITTEE"

The Safety Committee has been ready to help when we have a fire drill and open the door.

I help Mrs. Poole to get the first grade children out.

Two boys picked up banana peelings.

Zenas picked up a nail.

James picked up a plank with a nail in it.

ROBERT CREASMAN, *Chairman.*

"HEALTH COMMITTEE"

We are glad our teacher had us to keep the health rules. We have better reports than ever before. We have inspected the playground and basement.

Every member drinks milk now.

ANNIE MAE SNYDER, *Chairman.*

"THE SAND TABLE COMMITTEE"

The plants are growing fine on the farm. The beans have bloomed and there are two little green beans.

I promised a new farm house but my daddy comes home so late he can't help me finish it. As soon as I get it fixed I will bring it.

HARRY GODWIN, *Chairman.*

"PICTURE SHOW COMMITTEE"

We have finished sandpapering the new picture show and we are ready to paint.

We will paint the outside gray and the inside yellow.

Margaret brought a pretty flower border for us to use.

We named the theatre, "The Happy Hour."

LOUIS BEAM, *Chairman.*

"VISITING COMMITTEE"

Twenty-four have been to see the sick.

Fourteen have carried flowers.

Five have carried food.

SARAH STOKES, *Chairman.*

"MUSEUM AND BULLETIN BOARD COMMITTEE"

We have had the pictures of birds on the bulletin board. Next week we will have wild flowers. Sarah Ruth had current events. Adeline brought pictures. Robert Swain brought sea shells for the museum and Lewis brought a bird's nest.

EVELYN CHAMBERS, *Chairman.*

Other committees submitting interesting reports are "The Doll House Committee," and "The Flower Committee."

EXAMPLES OF PERSONAL LETTERS WRITTEN LATER

Grace School,
Asheville, N. C.,
May 7, 1930.

Dear Miss _____,

We remember your coming with Miss _____. We surely were glad to have you at our Club meeting.

Yesterday our club played at the P. T. A. meeting.

We are making a wild flower book. Many of the class have been pressing wild flowers to put in it. I have been pressing some myself. I have pressed a dogwood and some violets.

We have many beautiful flowers in our room.

Your friend,
CHRISTINE DRAKE.

Among the many letters one concluded with the statement, "I will send you a rhyme."

WHERE THERE ARE FLOWERS

(By Elizabeth Ryan)

Where there is a flower
Growing by the brook,
There comes a gentle shower
To freshen the flower's nook.
Where there are flowers,
Every one of us knows
Some are pretty flowers
And some as sweet as a rose.

For an evaluation and further illustrations of this type of language work, see "Curriculum Making in the Elementary School" by the staff of Lincoln School, Teachers' College, published by Ginn.

IV. Suggested outcomes for fourth grade.

1. Ability to gain and hold the attention of his group or grade while discussing a subject of fourth grade interest.
2. Ability to choose appropriate words and sentences which show an enriched vocabulary and a mastery of the subject.
3. Ability to speak and write in a short, concise well-rounded paragraph of four or five sentences.
4. A broad reading experience as evidenced from an increased vocabulary and an interest in books.
5. A mastery of good literature as shown by desire to quote and discuss same.
6. Frequent writing of original short stories, rhymes, messages, and descriptions.
7. Pupil ability and willingness to find and correct his or her errors before handing in work.

In order to insure a definite knowledge of pupil ability and progress each pupil should be checked during the year and at the end of the year by the suggested outcomes, informal tests and standardized tests. See County Testing Program, State Department of Public Instruction and Language in the Grammar Grades, Section H.

V. Reference for pupil material. (For teaching helps see page 177.)

STORY BOOKS

Grades

- 1.—Lester. Great Pictures and Their Stories, Book IV. Mentzer.
- 3-6—Bible. The Little Children's Bible. Macmillan.
- 4-5—Eastman. Wigwam Evenings. Little.
- 3-6—Beston. Firelight Fairy Book. Atlantic.
- 3-5—Browne. Granny's Wonderful Chair and Its Tales of Fairy Times. Dutton.
- 4-5—Carroll. Alice's Adventures in Wonderland and Through the Looking Glass. Macmillan.
- 4-5—Grimm. Household Stories. Macmillan.
- 4-6—Harris. Little Mr. Thimblefinger and His Queer Country. Houghton.
- 3-4—Jacobs. English Fairy Tales. Putnam.
- 4-5—Mulock. Little Lame Prince. Rand.
- 3-5—Brown. Lonesomest Doll. Houghton.
- 4-5—Lorenzini. Adventures of Pinocchio. Macmillan.
- 4-7—Wiggin. Birds' Christmas Carol. Houghton.
- 3-4—Eggleston. Stories of American Life and Adventure. American.
- 3-5—Pumphrey. Pilgrim Stories. Rand.
- 3-5—Baldwin. Four Great Americans. American.
- 4—Blaisdell. Pioneers of American Life. Little.
- 3-4—Mulets. Sunshine Land in Europe. World.
- 3-5—Beard. Mother Nature's Toy Shop. Scribner's.
- 4-6—Burgess. Animal Book for Children. Little.
- 4-6—Kipling. Just So Stories. Doubleday.
- 3-5—Wheeler. Playing With Clay. Macmillan.

POETRY

- 4-7—Adams. Highdays and Holidays. Dutton.
- 4-5—Asquith. Pillicock Hill. Macmillan.
- 4-6—Chisholm. The Golden Staircase. Putnam.
- 3-5—Fyelman. Fairies and Chimneys. Doubleday.
- 3.—Iroquois. Literature for Reading and Memorization, Book III. Iroquois.
- 3-5—Skinner and Wickes. A Child's Own Book of Verse, Books I and II. Macmillan.

Especially attractive grade poems as determined by research and reported by Huber in Teachers' College Record. Volume XXVIII, No. 2.

America, The Beautiful. Bates.	The Night Wind. Field.
*"Bob White." Cooper.	Mr. Nobody. Unknown (text).
Book Houses. Johnston (text).	The Runaways. Jackson.
Evening at the Farm. Trowbridge.	A Strange Wild Song. Carroll.
The Height of the Ridiculous. Holmes.	The Table and the Chair. Lear (text).

PICTURES USED IN FOURTH GRADE LANGUAGE

The Angelus. Millet.	The Madonna of the Chair. Raphael.
The Annunciation. Rossetti.	Plowing. Bonheur.
Christ and the Doctors. Hoffman.	Portrait of George Washington. Stuart.
A Dutch Interior. DeHooch.	Return of the Fishermen. Sorolla.
The Gleaners. Millet.	Woman Churning. Millet.

FIFTH GRADE

Suggestions for work in this grade have been organized around the following headings:

1. Suggested objectives for fifth grade (such as may logically follow those of preceding grades and serve as a guide for the teacher).
2. Subject matter and activities (essential to the realizations of the objectives).
3. Procedure (such as many teachers have found satisfactory).
4. Suggested fifth grade outcomes (to be expected in terms of the former recommendations).
5. References.

Before attempting to teach fifth grade language the teacher should read the section on language in the grammar grades and the work for grades four and six as well as for fifth grade. Reading the entire language course will prove still more helpful.

I. Suggested fifth grade objectives.

1. To carry forward the objectives set up in previous grades.
2. To outline stories and think in terms of main ideas in the development of a subject.
3. To provide frequent practice in the form, proper content and arrangement with regard to sending and replying to friendly and business letters, announcements and informal and formal invitations.
4. To understand and apply grammatical principles in the writing of a good fifth grade composition. Example:
 - a. Select a suitable subject.
 - b. Have something ready to say.
 - c. Have a good beginning sentence.
 - d. Vary sentences so as to make them blend into good paragraph and not overwork any one word.
 - e. Make every sentence clear and to tell something worthwhile and essential to the story.
 - g. Write so that reading will be enjoyable.
5. To understand and apply grammatical principles in the analysis of the simplest form of the complex sentence.
 - a. The conception of modifiers expanded to include phrases and possibly clauses as adjective modifiers, and the adverb as a verb modifier. The use of the comma to set off certain phrases and clauses should be taught in this connection.
 - b. The object of the verb should be distinguished. The objective case and its use with prepositions may be pointed out. Example: "to me," "for you and me."
 - c. Comparison of adjectives and adverbs should be taught with emphasis on correct use.
 - d. Compound nouns and adjectives with hyphen: as used in descriptions and numbers, "sky-blue," "coal-black," "twenty-seven," etc.
6. To develop a more liberal interpretation of the thoughts of others; a more discriminating taste for good literature and its ability to contribute to the pupils' experience and happiness; and to appreciate the art of self-expression through language.

*Substituted.

7. To develop pupil ability to do persuasive thinking and speaking.
8. To strengthen in the pupil the habit of wholesome self-criticism and giving out only his best in oral and written work.

II. Subject matter.

A. MATERIALS

1. Text: The Open Door Language Series, Fifth Grade.
2. Suggested supplementary for general use:
 - a. Two or more series of language texts. (See recommendations under "Suggestions in Regard to the Selections and Organization of Subject Matter," page 125.)
 - b. Reading references, such as sets of pupils' reference books, dictionaries, maps, charts, atlases and guides.
 - c. Supplementary and basal grade readers in all grade subjects other than language. (See outline for fifth grade reading and the state list of elementary texts, basal and supplementary.)
 - d. Special collections of classical and general reading and picture material of fifth grade difficulty. This should include a variety of good stories and poems. For comments see Grade Three. For book and picture list see reference at end of Fifth Grade outline.

B. ACTIVITIES

1. Reproducing stories heard and stories read.
2. Telling and writing original stories.
3. Outlining and recording the requirements of a good story.
4. Criticizing stories.
5. Rearranging poorly constructed stories.
6. Analyzing the value of conversation in stories.
7. Outlining and writing for class use the devices that help to improve the style of a good story.
8. Making introductions to stories.
9. Outlining and preserving in written form the sources and kinds of stories that may be reproduced.
10. Outlining and writing for class use the requirements of good titles; criticism and revision of titles and specimens of choice titles.
11. Making and preserving in good form outlines of choice stories.
12. Giving oral and written reports and announcements to the room and to other rooms.
13. Giving and writing directions and explanations as to how to make and to do things.
14. Explaining pictures, maps, slides, cartoons, experiments, etc.
15. Analyzing descriptions and outlining requirements of a good description.
16. Describing in both oral and written form persons, animals, plants, things, lost articles, wanted articles.
17. Debating informally, with or without written preparation.
18. Planning for dramatization, dramatizing, determining and writing out for class use standards of measure for good dramatization.
19. Making, writing and telling or reciting jokes and poetry.
20. Memorizing and reciting poetry.
21. Consulting dictionary and interpreting references.
22. Planning for and making presentations.
23. Asking and answering questions.
24. Criticizing one's own work and that of others.
25. Writing letters: to absent classmates; to children in other rooms; to children in other schools; to children in other cities or states; to friends who are ill; to relatives and to business concerns.
26. Defining grammatical terms, forms, usages, etc.
27. Selecting words, phrases, or sentences in prose or poetry which make most effective contributions to the vividness, beauty and force of a selection.
28. Analyzing and studying sentences as to kind, meaning, grammatical parts, punctuation, etc.

29. Making and recording simple book reports.
30. Classifying words as to color, sound, feeling, action and name meaning.
31. Preparing or collecting models; informal and formal letters and invitations; accepting or declining informal and formal invitations; responding to informal and formal letters; presenting and accepting or declining a gift or bequest, submitting and responding to orders, complaints, requests for information, applications, etc.
32. Collecting, studying and filling blanks; telegraph, application for money order, bank deposit, residence card, personal information card such as called for on standardized tests.

III. Procedure.

A. ORAL COMPOSITION

1. STORY-TELLING

Lead pupils to see the variety of sources from which they may draw original stories bearing upon their daily activities, interests and contacts. Guide them into the choice and development of subject bearing on pupil interest and experience in the home, street, school, work, sports, holidays, travel, community concerns and things seen, felt and heard. Provide for the choice and use of other stories dealing with pupil imagination such as may come from pictures, dreams, autobiography, stories, anecdotes and fairy tales. Still other types should include incidents and stories read or heard such as anecdotes, fables and legends.

To insure the greatest possible growth in oral composition, each contribution should be treated in terms of its possibilities for child advancement and in terms of the individual needs of the pupils. (See page 126 for grouping within the grade for instructional purposes.) Very definite standards should be informally worked out in class to serve as a guide in evaluating and strengthening the quality of oral composition through story-telling. As these standards are developed and parts agreed upon each should be written on the board and reasons brought out for each essential point, along with illustrations from the teacher and pupils. Actual story-telling and criticism in terms of the previously agreed upon standards should follow.

Outlines of the characteristics of special kinds of stories, and fables or myths, should also be developed.

In the treatment of stories a variety of approaches may be made. (See story-telling, page 135, in general introduction for primary grades.) The teacher may tell or read the story in an interesting way to the pupils and re-tell the story, studying it with the pupils and noting the introductions, order of events, elimination of unnecessary detail, gradual growth of interest, effective placing of certain words, choice of words to produce stories and taking caution not to attempt to memorize or have memorized the stories intended for reproduction. Pupils may be asked to read and prepare to tell specific stories; to tell original stories; to tell any story they especially like and why they like it, to tell stories of certain special types such as a funny story, a story of kindness, a Christmas story, a Thanksgiving story, a story about animals, travel, etc.

Outlines or notes which may be needed in presenting the story should be written on small cards or slips of paper about 3x5 inches so that they may be held in the hand in an inconspicuous manner and not present a barrier between the speaker and his audience.

In order to give pleasure through the presentation of a story the pupil should:

- a. Enjoy the story himself, feel the need, see the pictures.
- b. Know the story thoroughly and let it possess him before he is ready to share it with others.
- c. Make a desirable presentation before the class by standing erect, looking pleasant and gaining voice-control to conform to the situation.
- d. Talk to all members of the class by speaking so that he may be heard and letting the eyes move easily over the entire group.
- e. Tell the story logically, without repetition and by leaving out parts of least essential when time for telling the story is limited or pupils are likely to tire before story is completed.
- f. Shift the voice to conform with changes of scene, characters and plot in the story.
- g. Be able to give one's own interpretation of the story if called upon.

2. DRAMATIZATION

Effective oral language work may be done through dramatization following:

- The reading of a story, poem, a book or a play.
- The study of a picture, a project, an experiment, etc.
- The writing of a story or a play.
- The attendance at a fair, a circus, an auction.

Dramatization is decidedly a language activity but may and should be used in the development of other school subjects. (See sixth grade clothing project and other illustrations.) In whatever subject-matter field dramatization may appear, it should be held on the same high plane of teaching as if it were a part of the language period and often the preparation for such dramatization may be worked out during language period.

In the study of literature and various other reading matter included in the language and reading courses dramatization may be based on book content such as "Just So Stories," "Uncle Remus," "Mr. Doolittle," "Toby Tyler," "Little Orphan Annie," "The Flag Goes By" (text page 119), and other stories and poems representing scenes from children's books which contain dramatic situations. Language or "Good English" plays representing the battle of good English, what became of the boy who did not care, what took place in Judge Crammer's court, etc., afford splendid opportunity for teaching correct speech through dramatization, while the writing of the plays contributes to growth in composition and vocabulary.

In history dramatization may portray lives and events of earlier explorers, as the landing of Columbus, the Boston Tea Party, signing the Declaration of Independence, making treaties with the Indians, etc.

In citizenship dramatization may reflect court procedure, campaigns, elections, interviews, fire prevention, safety first, clean-up campaigns.

In health dramatization may show the value and proper use of foods; how to build strong bodies; how to make a garden; the care of plants, animals, clothing, other members of the family; how to provide proper work, exercise, and sleep; how to get rid of flies and other pests.

The number of dramatizations may well be determined by the needs of the class, the general procedure for the grade work, pupil needs, the reading being done, the season of the year and the time available for such.

3. OTHER ORAL COMPOSITION

All oral language work, including story-telling, dramatization, conversation, description, debate, narration, interview, oral reading, reciting from memory and such other experiences as the pupil may have, should be carefully guarded regardless of the subject or the situation in which such occurs. Correction, if necessary, and remedial work may well come later.

Pictures as listed for this grade may be used as a basis for conversation, story-telling, or description. These are intended to supplement the study of literature through illustration and inspiration and interpretation.

B. WRITTEN COMPOSITION

The written work should be a continuation, an enlargement and a refinement of the work begun in lower grades. Along with the teacher's effort to secure a free and natural pupil expression should come an increase in the demand for correct form and the teaching or re-teaching of essential forms as needs appear in natural situations. These may include writing letters, notes, invitations, and excuses; filling in forms; writing notices, announcements and advertisements; doing creative writing as in stories, poems, articles, plays, editorials, and diaries; writing reports, reviews, summaries and directions; making notes, memoranda lists, outlines, taking minutes, copying and taking directions and making a bibliography.

Letter writing:

Business letters to firms for information or supplies. (May be extensively correlated with geography by writing for pamphlets, circulars, railroad information, quotations and guides.)

Letters asking permission to visit industrial plants, firms or individuals.

Letters of thanks written after a visit, in response to a gift or a special favor rendered.

Letters (social) to school friends, to parents, to children in other communities, and to children in other lands. (See third grade procedure.)

Informal notes: Excuses or explanations, invitations, memorandums.

Formal notes: Invitations to friend to a party; application for position as newspaper boy, office girl or to collect water rent, light bills, etc.

Notices of games, lectures, exhibits, entertainments, meetings.

Reports of committee to school or class; minutes of council or club.

Report of books, articles, speeches, plays; of observations, or experiments.

Creative writing: papers, clubs, class or school newspaper, diaries. In creative work the pupil should be trained:

To choose appropriate subjects which he can make interesting to others as he develops these.

To know the importance of being original and that to be original he must think for himself.

To make the work interesting by beginning with a good sentence, disclosing events rapidly and clearly, and, having an effective ending.

To use variety in the choice of words and sentences for producing vivid pictures.

To develop a sense of humor in writing such as found in jokes and riddles.

To recognize the difference between prose and poetry in writing and to appreciate both.

To gain some knowledge of rhythm and to produce rhymes.

To know that it is important to keep one's audience in mind when writing.

To realize that vulgarity and poorly chosen words in jokes, stories, and poems are unpardonable and should be avoided.

To keep in mind the importance of making one's work on paper attractive to the reader.

Class yearbook—containing samples of the best work of each pupil in class for entire year.

Booklets containing local pictures and descriptions.

Booklets for geography class telling of imaginary travels through countries studied, also some real journeys or excursions. (This offers opportunity for much originality.)

Booklets and plays in health work, local, state and national history, developments.

Book reviews based largely on library books read.

Vacation subjects: "Where We Went During Easter," etc.

Social situations: "How Our Playground Should be Managed," "Why We Should Have Traffic Rules," etc.

Creative poems (for pleasure). (Composite work of the class and the work of an individual.)

Study and imitation of model compositions. (The teacher should develop these in class or provide models.)

C. LANGUAGE FORM

1. REMEDIAL WORK

Review essentials for previous grades and require at all times the correct use of all forms taught. Guard against speech errors, and train pupils to recognize and to correct their own speech. Guard both their oral and their written speech. Have pupils correct their own work and that of others by definite and helpful rating sheets. (See plan in third grade, pages 160-162.) Errors of speech common to fifth grade:

Verb forms:

"Has spoke" for "have spoken"
 "Has wrote" for "has written"
 "He says" for "he said"
 "Had ought" for "he ought"
 "Hadt'n ought" for "ought not"
 Confusion of "set" for "sit"
 "Come" for "came"

Pronouns:

"Him and me" for "he and I"
 "Them trees" for "those trees"
 "These kind" for "this kind"
 "She told Mary and I" for "she told Mary and me"
 "Us boys" for "we boys"

Miscellaneous:

Errors in sentence structure are usually of two kinds—the incomplete and the stringy run on kind.

Paragraphs are often merely a group of unrelated sentences, and too short or too long unless paragraph unity is stressed. Titles often fail to make a striking impression on the reader because of the wording.

Grammar grade pupils may be self-conscious and not make an attractive appearance unless taught to do so.

The over use of "and", "er", "well", "then", may appear unless drilled out. Errors in spelling may be traced to poor accomplishments during the spelling period, poor writing, failure to use dictionary properly and failure to check one's own work.

Punctuation should also be carefully observed. (See Part Five, page 215, of the language course.)

2. NEW GRADE ESSENTIALS

Capitals—Where new needs arise.

First word of a quotation if not already introduced.

Certain abbreviations requiring the use of capitals and not already taught.

Other correct uses as activities of the pupils may demand.

Punctuation should be taught in terms of pupil needs and by means of the use of language texts and reading matter for illustrations. A more extended use should be made of the *comma* and the *apostrophe*. The semi-colon and colon may be introduced.

The sentence—subject and predicate; the simple and the complex; the use of clear-cut sentences and the choice of words in both oral and written sentences.

Outlines—logical, brief, complete, correct and well-written.

Voice—pleasing, clear and forceful. Enunciation and pronunciation should be made correct by keeping a list of all errors and providing sufficient drill in correct practice.

Vocabulary, or word-building, should continue through the use of the dictionary, conversation, listening to others and specific study as to synonyms, prefixes, suffixes, modifiers, etc.

D. USE OF READING MATTER

Through the use of various types of choice reading matter including stories, poems, and information pupils should master ten or fifteen good stories and an equal number of poems. Definite provision should be made for pleasure reading and follow-up informal discussions and freedom for pupil choice in the selection of what he shall read and the amount of follow-up work he shall do. Very rarely if ever should a pupil be required to read, report on or memorize a book or selection which he does not like. It is the teacher's duty to create a situation which will produce the appreciation or to help the pupil find desirable substitute reading matter. Appreciation cannot be forced, but choice can and should be guided so as to result in the pupil's appreciation for literature.

IV. Expected outcomes for fifth grade.

1. Evidence of growth in oral and written composition as shown by the quality, length and depth of thought given to a subject.
2. Ability to outline interesting grade stories, make brief book reviews, give specific directions, make and respond to inquiries, carry on telephone conversation, and dictate briefly but effectively to the teacher or other members of the class.

3. Produce acceptable friendly and business letters, formal and informal invitations and responses, and grade compositions.
4. Habit and skill in correcting one's written work.
5. Broad reading, liberal interpretation and careful evaluation of literature.
6. Evidence of pupil originality in both oral and written speech as shown by talks, composition, rimes, poetry and song.
7. Evidence of tolerance and reason when pupil finds thoughts in conflict with his own, as shown by courteous attention, re-reading, discussing and criticizing others.
8. Power of leadership as evidenced from debates, public speaking and composition.
9. Ability to plan and direct an original grade dramatization.

V. Reference for pupil material. (For teaching helps see pages 125, 130 and 177.)

STORY BOOKS

Grades

- 5-—Lester. Great Pictures and Their Stories, Book I. Mentzer.
- 4-5—Brown. In the Days of Giants. Houghton.
- 4-6—Hawthorne. Tanglewood Tales for Girls and Boys. Houghton.
- 4-6—Anderson. Fairy Tales. Dutton.
- 5-7—Hawthorne. Wonder Book for Girls and Boys. Houghton.
- 4-6—Colum. Forge in the Forest. Macmillan.
- 5-7—Harris. Uncle Remus, His Songs and His Sayings. Appleton.
- 4-6—Kingsley. Water Babies. Macmillan.
- 5-8—Lagerlof. Wonderful Adventures of Nils. Doubleday.
- 4-6—Lang. Blue Fairy Book. Longmans.
- 4-8—Defoe. Robinson Crusoe. Houghton.
- 5-7—Dodge. Hans Brinker (Dutch Life). Scribner's.
- 4-6—Otis. Toby Tyler. Harper.
- 5-7—Spyri. Heidi. Rand-McNally.
- 5-6—Blaisdell. Stories From English History From the Earliest Times to the Present Day. Ginn.
- 4-7—Boutet de Monvel. Joan of Arc. McKay.
- 5-7—Schultz. Sinapoh, the Indian Boy. Houghton.
- 4-7—Tappan. American Hero Stories. Houghton.
- 4-6—Brooks. True Story of Christopher Columbus. Lothrop.
- 5-7—Hillyer. A Child's Geography of the World. Century.
- 4-6—Bianco. All About Pets. Macmillan.
- 4-8—Jenkins. Interesting Neighbors. Blackinton.
- 4-7—Kipling. Jungle Book. Doubleday.
- 4-6—Miller. First Book of Birds. Houghton.
- 5-8—Adams. Cork Ships and How to Make Them. Dutton.

POETRY

- 2-6—Lindsay. Johnny Appleseed. Macmillan.
- 4-7—De La Mare. Down-a-down Derry. Holt.
- 3-8—Lucas. Book of Verse for Children. Holt.
- 3-8—Olcott. Story-Telling Poems. Houghton.
- 3-6—Wiggin. Posy Ring, A Book of Verse for Children. Doubleday.

Commonly used grade poems as determined by research and reported in Teachers' College Record, Volume XXVIII, No. 2:

Little Orphan Annie. Riley (text).	Casabianca. Hemans.
The Leak in the Dike. Cary.	Knee-Deep in June. Riley.
Robin Hood and Little John. Unknown.	John Gilpin's Ride. Cowper.
Paul Revere's Ride. Longfellow (text).	The Bells. Poe.
Nathan Hale. Finch.	In Flanders Field. McCrae (text).

PICTURES MOST COMMONLY USED IN-FIFTH GRADE

A Polish Nobleman. Rembrandt.	Pilgrims Going to Church. Boughton.
The Blue Boy. Gainsborough.	Sistine Madonna. Raphael.
Don Carlos on Horseback. Velasquez.	Song of the Lark. Breton.
Harp of the Winds. Martin.	The Torn Hat. Sully.
In the Tulip Fields. Hitchcock.	Venetian Waters. Tito.

SIXTH GRADE

The sixth grade language work should be based upon the accomplishments of the fifth grade and result in a more complete preparation for seventh grade in that the work in each grade should be a part of a continuous grammar grade language course. As in other grades oral language should be correlated with all other subjects. Written composition should be based on the oral work and include a wide variety of subjects. The

course should provide rich content, including a broad reading experience, which will meet the needs of the various grade pupils. The different mental capacities of the pupils, as well as the different environmental conditions should be considered in grouping, teaching and promoting pupils. The teacher, in consultation with the principal, should feel free to choose such group and grade activities and materials as will best contribute to pupil development through the use of the text.

Suggestions for work in the grade have been organized around the following heads:

1. Suggested objectives for sixth grade (such as may logically follow those of preceding grades and serve as a guide to the teacher).
2. Subject matter and activities (essential to the realization of these objectives).
3. Procedure (such as many teachers have found satisfactory).
4. Suggested sixth grade outcomes (to be expected in terms of the former recommendations).
5. Reference.
6. Illustrations and correlations (for making language instruction function in all school life and outside of school).

NOTE: See general section, "Language in the Grammar Grades," for grouping pupils and other information common to the grades.

I. Suggested sixth grade objectives.

1. To continue the development of objectives set up for lower grades.
2. To develop more discriminating thought in the choice of topics for oral and written composition.
3. To encourage fluency and the creative spirit in expression.
4. To lead pupils to think, speak and write in terms of forceful, related and logically arranged sentences of various kinds.
5. To establish habitual use of correct forms and to develop attractive styles in harmony with generally accepted sixth grade practice.
6. To cause pupils to strive for language ability as contributive to self-expression, self-adaptation and the development of leadership.
7. To lead pupils to use convincing terms and a pleasing voice.
8. To stimulate and guide pupils into a broader use and appreciation of various kinds of reading.
9. To so arrange and direct the grade work that language growth shall take place wherever language is used and in terms of the varying interests, needs and abilities of each pupil.

II. Subject matter.

A. MATERIALS

1. *Text*: Open Door Language Series, Sixth Grade. (Individual copies owned by pupils and teacher.)
2. *Suggested supplementary for general use*:
 - a. Two or more series of language texts. (See recommendations under Suggestions in regard to the selection and organization of subject matter, pages 123-125.)
 - b. General references: Encyclopedia, dictionary (individual copies owned by pupils and an unabridged copy for general use), maps, charts, atlases, guides, yearbooks, magazines, newspapers and library index and shelving.
 - c. Basal supplementary and reference reading material used in all grade subjects other than the language course.
 - d. A broad collection of classical and general reading and picture material. This should include various kinds of prose and poetry. For types see references at the end of the grade outline. These lists are not to be interpreted as minimum or maximum grade requirements but as suggestive of desirable quality and variety.

B. ACTIVITIES

The activities listed below are suggested in terms of the grade objectives, the general nature of children to think and to do and what the teacher may direct as a means for child growth through language

expression in all grade work. Since children learn only through experiencing and all instruction should be based on pupil needs, the actual selecting of activities should be largely a matter of local concern. The teacher should exercise good judgment and initiative to the extent that she shall have a worthy and specific purpose for each activity.

1. ORAL COMPOSITION

Discovering sources of and using original material for story-telling based on personal interests, common interests and imagination. Examples: Our Ball Team. Our Christmas Entertainment. Our Visit to the Factory. My First Boat Trip. A Good Citizen. The Postman. A Week-end Vacation. What I Would do if I Had a Thousand Dollars. Where I Would Like to Spend my Next Vacation.

Studying stories: Evaluating and improving upon titles; making outlines; re-arranging ideas; substituting new ideas in minor cases; substituting or re-arranging sentences; studying sentence structure and suggesting changes for improving, shortening and reënföring parts; evaluating the closing sentence. Comparing one story with another; outlining stories; classifying stories.

Listening to others read, tell, debate, question, answer questions, recite from memory, outline, evaluate, give directions, sing, dramatize and carry on general conversation.

Dramatizing stories and real situations: Plan, memorize, costume, rehearse, reproduce. Reproducing stories read and stories heard.

Giving simple directions: How to go to places, do things, make things, find things, preserve things, use things. Examples: How to Find the Local Hotel. How to Find Mr. Smith's Home in Dudley Park. Transplanting Trees. Picking Strawberries. Making a Kite. Making Jelly. How to Get a Library Book. Keeping a Good Notebook. Making Preserves. Putting Clothes Away for the Season. How to Use a Dial Telephone. How to Use the Dictionary. Traveling on a Street Car.

Giving simple descriptions of persons, animals, places and things. Examples: George Washington as a Boy. How my Grandfather's Ice House Looked. The First Dog I Ever Owned. Mount Vernon. Our Old Swimming Pool. My Mother's Party Dress. My First Overalls. A New Bicycle. The Picture I Like Best.

Giving simple explanation: How something is done, how games are played. Examples: How a Water-Wheel Works. How a Cold Frame is Made. Why Flowers Grow Better in the Ground Than in Window Boxes. How Ice is Made. How to Play Basketball. How to Hand Pictures. Why the Eskimo Eats so Much Meat.

Taking part in simple debates: Illustration of topics: All Athletics Should be Given Out-of-Doors. Basketball is More Dangerous Than Football. A City Library is More Important Than a City Hospital. The Telephone System is More Important Than the Postal System. Boys Should Study Domestic Science. A School Cafeteria is More Important Than a School Auditorium.

Giving dictation.

Memorizing and reciting incidentally or in recitation: Poetry, proverbs, mottoes, plays, facts, rules, principles, special references.

2. WRITTEN COMPOSITION

Writing letters to classmates, children in other rooms; in other communities; in other countries; to those who are ill; to relatives; to business concerns making orders; inquiries, requests, applications, payments, responses to special requests, etc. Examples: Inviting another grade to hear the original poems recently written; inviting pupils in another school to join in a ball game or picnic; writing to

a pupil or a friend who is ill; writing a friendly letter or invitation to a favorite uncle or cousin; requesting a catalogue or a free map; inquiring the way or the cost of a trip to a specific place; requesting a speaker to address the class or the school; applying for a position for work before or after school hours, such as selling papers, mowing lawns, making candy and selling things; paying a bill by mail; answering inquiries and announcements from grades, schools and other groups and individuals.

Writing informal notes and formal notes: inviting friends to a party, accepting invitations, declining invitations, accompanying gifts, thanking friends for gifts or favors.

Writing outlines: outlining things read or heard; outlining an original story to be written.

Selecting, revising and developing topic into written paragraph or paragraphs.

Writing out parts to a play.

Writing out preparation for a debate.

Reducing model compositions of more than one paragraph to an outline.

Writing a narration of more than one paragraph on subjects in the various fields: natural science, social science, practical arts, fine arts, health, home environment, street environment.

Writing proverbs, mottoes, jokes, questions, answers to questions, and information needed for filling blanks.

Writing original stories or poems.

Copying outlines of stories, lists of stories, complete stories, favorite parts of stories, choice poems, list of characters in a play, parts of a play, special lists of words, assignments.

Writing conversation: telephone; street; travel; social.

Keeping a diary, booklet, references, word lists, book lists, directions, problems, illustrations.

Writing criticisms on one's own work and that of others.

Writing out standards of attainments, outlines, guides, etc., for class use.

Taking dictation and correcting work.

3. USE OF READING MATTER

Listening to others read and to talk on topics of general interest.

Studying prose by reading, discussing parts or all of a selection read, outlining material read, summarizing material read, comparing the content with other reading matter, studying sentence structure and word usage in the natural setting, studying the topic sentence and the closing sentence of a paragraph, studying the usage of punctuation, observing the use of capitals.

Studying the kinds of prose as to narrative, descriptive, etc.

Selecting suitable material for dramatization.

Choosing informational material in answer to a question, in solution of a problem, in preparation for a debate or a talk and to satisfy personal curiosity and desire.

Reading in response to a definite assignment; for directions for going places, doing things, making things, finding things and preserving things.

Reading for a better knowledge of people, the best ideas and facts contained in print, a better understanding of the past and present social, economic, business and religious life.

Reading to determine desirable styles of writing.

Reading for vocabulary development: securing new words, getting additional word meaning and a better knowledge of spelling.

C. LANGUAGE FORMS

Continued effort should be given to the complete learning of all essentials outlined in previous grades and review provided where necessary. The new language forms to be presented in this grade should be determined in part by the needs which pupils in natural language situations such as letter, story and other writings.

Continued and advanced study should be made of *sentences* for expanding, condensing and transforming. This should be included in the recognition of various kinds of sentences: The declarative, the interrogative, the imperative and the exclamatory; the simple, the complex and the compound; the weak and the strong; the short and the long and the variety of sentences which add to the strength and effectiveness of a letter or paragraph. This means the developing of the power to think two or more things or ideas in relation, and to make choices, combinations, contrasts and comparisons.

Verbs should be studied as to auxiliaries, tense, conjugation, principal parts and effective use in particular situations.

The *semi-colon* and the *colon* should be studied as needed in pupils' actual written work, defined in language texts and illustrated freely in reading matter.

The use of the *dictionary* for learning word meaning, new words, synonyms, spelling and the essential and easier diacritical marks.

In the continued study of the paragraph sense to include a composition of two or more paragraph compositions attention should be given to the construction and retention of the beginning paragraph, the ending paragraph and the middle paragraph, if there be one.

Outlining to the extent of two or three sub-heads should be taught and careful consideration given to indentation and capitalization. Outlines of things read may be more complete than the outlines of an original piece of work to be produced but both should be taught.

III. Procedure.

Before actually beginning to teach the teacher should know as much about children as possible: their nature, what they do and what they like. She should make a special study of sixth grade pupils and determine, as early as possible, the facts concerning her special group. This may require a great deal of professional study, for in addition to knowing the nature, interests and responses of pupils she should find out what these pupils have had in lower grades, what was expected of them, what may be expected of them during the present year and how this can best be taught. She should also know when to teach certain things, how to do remedial teaching, how to help pupils meet special needs, how to measure results and how to cause each child to develop a spirit of wholesome self-criticism and growth.

A. ORAL COMPOSITION

Careful consideration should still be given to oral composition because life demands of each individual so much more oral than written composition and skill in the use of oral composition is essential to being understood and having one's wishes and desires satisfactorily met.

For conversation, discussion, story-telling, debating, etc., worthy

subjects of local interest should be selected by the pupils unconsciously guided by the teacher. In group discussion definite outlines for the development of these subjects and standards for measuring attainments may be determined. After individual preparation has been made pupil contribution may take place in a formal way, follow with discussion and evaluation, and either lead into new and related activities or be re-worked in terms of specific needs arising. Examples: In telling a story a pupil may fail to know his subject matter, speak so as to be pleasingly understood or show carelessness in the use of words and sentences which will justify a re-working of the story or a better presentation of another story. If the story has been successfully presented, as attractive to the group, and lends to play-writing and dramatization the next steps in the use of the story may be to select the characters, write the conversation (if not already in conversational style), plan a dramatization and reproduce the story in this form.

While this is essentially language instruction such may, and does, take place in other subject matter courses and the development of big topics into large unit studies regardless and inclusive of all subject matter fields. Such practice is illustrated in the clothing project given at the end of this grade outline and applicable to conditions in all grammar grades. In this illustration may also be found real motive for letter-writing.

B. WRITTEN COMPOSITION

Letter-writing and all forms of written composition should first have a motive which prompts the pupil to see reasons, other than that of making good appearances on paper, for his efforts in writing. Following the establishment of motive should come a clear, reasonable and interesting assignment and a pupil consciousness of desirable standards. Most of the actual written work should be done in class and under supervision (not mere inspection).

While written composition is less in demand and one may live reasonably complete without its mastery it is of sufficient importance to justify careful and specific treatment. The sixth grade pupil still experiences a self-consciousness at a moment of writing which tends to check spontaneous written expression. This is no doubt due to the demands made upon him for the mechanics of written composition, which have not as yet become established habits. It should be an object of the written composition lesson to make these mechanics function automatically. In the sixth grade, however, far more attention should be given to sentence structure, to the development of the paragraph and to some of the rudiments of style than to technical matters. While every pupil should progress at his maximum rate and accomplish as much as possible during the year, any pupil who can express himself with simple, clear and correct sentences invariably begun with capitals and ended with the closing marks essential to each has the rudiments of written composition and will acquire a more mature style in advancing grades and outside of school.

C. LANGUAGE FORMS

The teaching of technicalities to be effective, must be in terms of pupils' felt need. The teacher, should, therefore, have in mind at all times the generally accepted grade essentials, the approaching needs of her pupils, how to create a felt need on the part of pupils if such does not exist, how to meet these needs and adequate measure for her teaching in terms of expected outcomes. Re-teaching should be provided where learning is found to be incomplete. New situations and new materials add interest to re-learning.

D. USE OF READING MATTER

The ability and desire to read, organize and digest the best in grade literature is equally as important as the mastery of oral and written composition, and largely controls growth in self-expression. The extent to which one develops skill and appreciation through the use of well-selected reading matter determines largely the possibility for independent and worthy reading habits in upper grades and out of school.

The grade materials for the development of necessary skill and appreciation should be selected in terms of specific needs and to insure a reasonable use of all types commonly used in the grade. (See general discussion of language in grammar grades for suggestions regarding selection and usage.) Special thought should be given to pupil training in the effective use of all reference and source material, as indicated in the use of the dictionary and other classroom and library practice.

Following purposeful reading of selections should come reports, discussions, arguments, comparisons, outlines, debates, possibly memorization, etc., as suggested in the development of oral composition. A definite part of the time assigned to language instruction should be given to this factor of language correlated with instruction in other subjects and based on pupil needs as actually met in general learning situations.

IV. Expected sixth grade outcomes.

1. Desire to enter into worthwhile discussion and to contribute thought in both oral and written form.
2. Acquired speaking traits: good posture, desire to please, mastery of subject matter, organization of subject matter, command of words, and sentences, correct speech, controlled voice, brevity and an attitude of open-mindedness and reasoning.
3. Ability to speak in an interesting and logical way on a variety of familiar topics using good enunciation, good pronunciation and various kinds of sentences logically arranged.
4. Ability to write good friendly and business letters, announcements, informal and formal invitations and outlines in keeping with generally accepted sixth grade standards.
5. Ability to develop a familiar topic by writing one or more strong paragraphs containing various types of good sentences and correct capitalization, punctuation, spelling and sentence structure, as commonly accepted sixth grade practice.
6. Ability to produce a good title and a brief outline of subject to be discussed orally or in writing.
7. Ability to criticize directly and constructively, both favorably and adversely.
8. Evidence of pupil consciousness of language errors and a desire to eliminate same as shown by constant and volunteer revision and improvement of the pupils' work.

9. Ability and frequent practice in the effective use of the dictionary, encyclopedia, collections of books, indexes, table of contents and other needed references.
10. A general knowledge of myths, legends, hero tales and informational material for the understanding of literature and problems to be met with in advanced grades and outside of school.
11. An appreciation for tales of adventure and history, and interest in poetry.
12. A knowledge of leading authors of grade literature and ability to reproduce choice stories and poems.
13. Pupil contributions through
 - a. Group expression in clubs, plays, dramatizations, music and fine arts.
 - b. Individual and original pupil contributions in the form of short stories, descriptions, letters, plays, announcements, debates, rhymes, and possibly poems and songs.

V. Reference for pupil material. (For teaching helps see page 177.)

STORY BOOKS

Grades

- 6—Lester. Great Pictures and Their Stories, Book VI. Mentzer.
- 3-6—Bible. Children's. Scribner's.
- 3-6—Bible. Bible Stories to Read and Tell (Olcott ed.). Houghton.
- 5-6—Colum. Children of Odin. Macmillan.
- 4-6—Arabian Nights. Arabian Nights. Winston.
- 5-6—MacDonald. At the Back of the North Wind. Macmillan.
- 5-7—Pyle. Some Merry Adventures of Robin Hood. Scribner's.
- 6-7—Alcott. Little Women. Little.
- 5-7—Baylor. Juan and Juanita. Houghton.
- 5-7—Canfield. Understood Betsy. Holt.
- 6-7—Swift. Gulliver's Travels. Macrae.
- 4-6—Lofting. Story of Doctor Dolittle. Stokes.
- 6-8—Meigs. Rain on the Roof. Macmillan.
- 5-7—Wyss. The Swiss Family Robinson. Harper.
- 6-8—Altsheler. Young Trailers. Appleton.
- 5-8—Hillyer. A Child's History of the World. Century.
- 6-8—Wilson. White Indian Boy. World.
- 5-7—Yonge. Little Duke Richard the Fearless. Macmillan.
- 5-7—Kelly. Story of Sir Walter Raleigh. Dutton.
- 6-8—Beuret. When I Was a Girl in France. Lothrop.
- 5-7—Connor. Makers of North Carolina History. Alfred Williams.
- 6-8—Mukerji. Gay Neck; the Story of a Pigeon. Dutton.

POETRY

- 4-6—Riley. Rhymes of Childhood. Bobbs-Merrill.
- 3-8—Burt. Poems Every Child Should Know. Grossett.
- 6-8—Holland. Historic Poems and Ballads. Jacobs.
- 3-9—Untermeyer. The Singing World. Harcourt.
- 1-11—Stevenson. Book of Verse for Young Folk. Holt.
- 6—Iroquois. Literature for Reading and Memorization, Grade Six. Iroquois.

Attractive grade poems as determined by research and reported by Huber in Teachers' College Record, Volume XXVIII, No. 2:

A Nautical Ballad. Carryl.
 Bert Gelert. Spencer.
 Lochinvar. Scott (text).
 Out to Old Aunt Mary's. Riley.
 Somebody's Mother. Unknown (text).

The House With Nobody in it. Kilmer.
 (text)
 The Wreck of the Hesperus. Longfellow.
 The Yarn of the Nancy Bell. Gilbert.
 The Village Blacksmith. Longfellow.
 The Duel. Field (text).

PICTURES COMMONLY USED IN SIXTH GRADE LANGUAGE

Christ in the Temple. Prombo.
 Joan of Arc Listening to the Heavenly
 Voices. Lepage.
 The Last Supper. Da Vinci.
 The Millpond. Inness.

The Minute Man. French.
 Oxen Going to Work. Troyon.
 Shoeing the Mare. Landseer.
 Spirit of '76. Willard.
 State of Lincoln. Saint Gaudens.
 Twilight. Mauve.

VI. Illustration and correlation.

Language instruction should be given during the language period and for language sake in so far as may seem practical, but should be sufficient in nature and scope as to include and provide for all the language needs of all the grade pupils in and out of school. In order to meet all the language needs of all the pupils in the most favorable situations it often

becomes necessary to unify subject matter instruction and teach language at such time and under such conditions as will enable pupils to profit most from their experiences. The unit of study which follows did not originate in the language course, but furnishes a typical illustration of language needs and possibilities in child development. The language growth is in harmony with and supplementary to the training in history and science through the study of clothing.

HISTORY OF A CLOTHING PROJECT

(Developed by Sixth Grade of Winecoff Consolidated School in Cabarrus County.

Directed by Mary Frix Kidd, Teacher.)

At the beginning of the year, when I took a new group of children with whom I had made contact the previous year in public school music classes and in a commencement operetta, I found the group rather difficult to induce successfully to coöperate with each other or with me. It was still more difficult to ascertain where their interests lay or to interest them in any kind of project work. But with the aid of our rural supervisor and at my suggestion, the children decided early in the year to undertake quite an extensive clothing project around which we could center our entire year's work.

So the children each wrote letters to a number of business houses asking for informative booklets, exhibits, or other material on the great clothing materials including cotton, silk, flax, wool, leather, rubber, rayon, and fur, to say nothing of such incidentals as needles, pins, and buttons.

Immediate results were none too gratifying. Many of our letters were not answered at all. Some firms wrote brief letters and sent a few booklets, and offered to send more material upon receipt of amounts varying from \$1.50 to \$5.00.

Eventually we ordered a rubber exhibit from the Hood Rubber Company, with which they sent 40 copies of a booklet on the story of rubber. We also ordered a silk exhibit from the Corticelli Silk Company, a hemp exhibit from another place, and charts on silk and fur from another company. Our supervisor gave us a general chart put out by Colgate & Company, and showed picture slides of clothing materials.

The company to whom we wrote for information on flax turned our letter over to an employe who passed it on to his sister who was a teacher. She wrote a most interesting letter on flax culture and sent us some flax seed.

The father of one of the pupils, and a designer in a local cotton mill, prepared a highly instructive exhibit on the different stages of cotton manufacture.

A teacher in the Harrisburg School, generously, and with a fine professional spirit, loaned us a great deal of material that she had used in a clothing project. This included an exhibit of gloves, leather, hats, woolen blankets, rayon, and braid, besides a number of booklets and other material on these subjects.

We planned a trip to the Locke cotton mill, and had our arrangements all made for the superintendent of the mill, personally, to conduct us and explain every machine. Because of legislation safeguarding children under fourteen years of age, the trip had to be made on a Saturday afternoon when the mill was not running. Arrangements were made for transporting the children in a school bus to the mill, but unfortunately, at the appointed time for us to go to the mill, it began to rain hard, so that no one got there except a few children who lived near enough to walk; but we were able to rely on what these told to the others.

Reading and literature: For reading material, I ordered booklets from the F. A. Owens Publishing Company entitled "The Story of Cotton," "The Story of Silk," "The Story of Leather," "The Story of Flax" and "Gifts of the Forest." Our supervisor loaned us booklets on the "Story of Rubber" and "The Romance of Rubber." In our school library we found "Cotton," by Brooks, "How We Are Clothed," Stories from Pathway to Reading, "Useful Inventions and Their Inventors," "America First," "See-

ing America, Farm and Field," "Seeing America, Mill and Factory," and Carpenter's Geographic Readers on Asia, North America, and South America. From the Corticelli Silk Company we obtained "Silk Culture" and "The Romantic Story of Silk." The Hood Company sent us booklets on making rubber shoes, and the Wittall Company sent us booklets on wool. Roberts, Johnson, and Rand sent us some information on shoemaking.

From the office of our farm demonstrator, a boy secured information on cotton raising and insect enemies of cotton, particularly the boll weevil. I had on hand a number of National Geographic magazines which we found helpful in studying clothing of other lands.

From the Concord Public Library, I obtained "Historic Costumes," by Lester, and a book on wool. I also looked up everything I could find on wool, flax, and silk, as well as the biographies of Hargreaves, Whitney, Crompton, Arkwright, Slater and Cartwright, and Joseph Jacquard and told this to the children. In connection with the material loaned us by the Harrisburg teacher, we found booklets on rayon, and hat-making, and a number of useful charts on other materials. A teacher from Whitehall let us have a booklet on historic costumes which we studied and later used as a basis for one of our friezes.

From the U. S. Department of Agriculture we obtained a few booklets, but these were not of great practical value.

Our first plan, early in the fall, was to build and furnish a model house, and dress a doll in material of each of the great textiles, but lack of adequate equipment forced us to abandon this plan.

We planned a great many other things to do which resulted in a spring program to which the parents were invited. They came and enjoyed both our program and our exhibit.

Composition and spelling: The children learned to spell, pronounce, and define 75 words used in connection with clothing materials and their preparation. In their language work we kept the project in mind at all times, and when language principles were to be illustrated, we supplemented sentences given in the text with informational sentences about clothing.

I prepared a number of questions covering the nine major clothing materials, mimeographed and distributed them among the pupils. From these the pupils prepared a series of oral compositions, and later copied these compositions in a series of nine illustrated booklets.

According to an outline prepared in class the pupils wrote a three-act play, "The Man Who Made Cotton King," dramatizing the life of Eli Whitney. This proved to be their most difficult piece of work and required some assistance from the teacher.

Early in the fall, the children made a booklet entitled "Styles of Other Lands." In letter-writing, they had practiced in writing to various firms for materials, and enjoyed having these firms reply directly to the pupils' home addresses. They also wrote letters to their parents inviting them to attend their public entertainment, of which they were very proud.

Arithmetic: We constantly tried to have our arithmetic work as an outgrowth of our project. I prepared and mimeographed 65 problems on clothing, all of which the pupils worked at school under direct supervision.

Art—drawing and construction: In accordance with our early plan to make and furnish a model house, a boy made a bed, another made a chair, while a third made a table. One of the girls took some material to the mattress factory and had a miniature mattress made. Then they made doll clothes, aprons for themselves, pillows and pillow cases, curtains, tablecloths, napkins, dish towels, counterpanes, sheets, in miniature, of course, and a number of blocks to be made into a real silk quilt.

After our change in plan, they made and dressed dolls for the puppet show, imitating as far as possible, the national dress of other countries. The boys made a framework for the stage and the girls covered it, painted scenery, and made curtains for it.

They made a frieze on the national dress of other lands, and printed appropriate labels for the various scenes with practically no supervision

or instruction. They made another frieze on historic costumes and prepared labels for these.

They found pictures, pasted them in, and cut letters for the backs of booklet on (1) national costumes and (2) the eight booklets illustrating major clothing materials.

They constructed and lettered several illustrative posters.

When we were preparing for the public entertainment, the boys found that we needed a model of Eli Whitney's first cotton-gin, so they found a picture and copied it as far as possible in the construction of one.

In making the wigs to be used in the play, I taught the girls how this was done and they made the wigs. They selected the colors for their own costumes, and in some cases, helped make them. They were also permitted to select their own parts in the play.

Art—music, picture appreciation, dramatics, speaking: In the course of our study of clothing, we studied "The Boy With the Torn Hat" and "Baby Stuart." In music, we learned "Wooden Shoes", "Dixie", "Swing Low, Sweet Chariot", and "Old Black Joe", all of which were used in our public entertainment.

In dramatics, the pupils did most effectively their parts in "The Man Who Made Cotton King" and "Visitors From Other Lands." Naturally, they memorized these parts, as well as a poem called "The Shirt That Jack Wears," and their clothing acrostic.

A number of pupils made instructive public talks on skins, furs, silk-worms, silk, wool, leather, linen, cotton, and the like, thus gaining valuable experience in standing on their feet and talking to an audience.

History and civics: The class became quite familiar with the biographies of Whitney, Hargreaves, Arkwright, Cartwright, Crompton, Slater, and Jacquard. From the book "Cotton," by Brooks, we learned much of the influence of cotton on the history of the world in general, and of the south in particular, and what effect cotton had on changes in our government and upon slavery. We tried to show that the relations between masters and slaves were, in the main, friendly and happy. But at the same time discussed its effect in relation to the poor white man of the South. In showing how clothing has been one of the primal necessities of man, and his civilization measured somewhat by it, we linked our study of cotton with much of the history of Greece, Rome, and other ancient countries, and the bearing cotton had upon the development of transportation and trade. In studying silk, we learned much of the history of China and Japan.

Geography: In connection with our study of clothing materials, we found that some are made from vegetable and some from animal fiber. Climate is a great factor in determining where and how these fibers are produced. It is also a determining factor in the amount and kind of clothing needed by man, and has some influence on style.

It was necessary, too, to learn to locate places where these materials are obtained and to study the growth of transportation and trade.

We also studied the manners and customs of other peoples, past and present, including an extensive study of Indians and American pioneers and the way they lived, dressed and did things.

Science and nature study: In our study of cotton, we found it necessary to learn the life story of the boll weevil and other insect enemies of cotton. The wonderful life history of the silk worm afforded interesting study. Going further into the field of zoölogy, we studied sheep, goats, cattle, alligators, horses, rabbits, fur-bearing animals of all kinds, and other animals whose skins are used for clothing. We learned much of how and where they are raised and how their coats or hides are prepared for the use of man.

In the field of botany, we studied cotton plants, flax, rubber trees and where and how they are grown and how their fiber is prepared for use. We also learned about by-products in all these materials, such as cottonseed and its many uses, flax seed and its uses, etc.

In chemistry, we learned about rayon, its discovery and how it is made, and about dyes of long ago and dyes of the present.

Health: We emphasized at all times the importance of dressing to suit the weather and made a poster to illustrate this. In our play, we learned to dance the minuet.

Remarks: As a culmination of our study of clothing which took us over all the world and into practically all subjects, we gave a public entertainment consisting of talks, a poem, an acrostic, songs, a piano solo and two plays, one being presented by pupil actors and the other by dolls made by the pupils and used in a puppet show.

This large unit of study not only gave the pupils a broad understanding of clothing but furnished a natural and favorable situation for purposeful language training. Every phase of language experience was a natural outgrowth of the situation and was capitalized in the teaching of correct form, freedom of expression, choice of words, phrases, sentences, books, style of composition etc. The reading and organizing of thought furnished a background of experiences and intelligent participation in the group responses and preparation for an audience situation. Preparing for giving the program and meeting the visitors naturally, in unguided conversation, produced a favorable measure of their earlier language experiences.

A great deal of space would be necessary in order to reproduce all the written work done in connection with this project and to describe all the activities in detail. Extracts of creative work done by groups and by individuals are presented for the purpose of showing more fully the scope and possibilities of this work. For an evaluation see Tippet, Curriculum Making in an Elementary School, Ginn; Mossman, Teaching and Learning in the Elementary School, Houghton; Mearns, Creative Power, Doubleday; Mearns, Creative Youth, Doubleday; Wells, Project Curriculum, Lippincott.

The following *program* was rendered:

Song—Wooden Shoes.
Talk on Skins, Furs, and Wool.
Acrostic—Clothing.
Talks on Silk-worms, Silk and Leather.
Poem: This is the Shirt That Jack Wears.
Piano Solo: Dixie Land.
Talks on Cotton, Flax, and Rubber.
Song: Old Black Joe.
Play—The Man Who Made Cotton King.

CAST

Eli Whitney
Mammy Susan
Uncle Caesar

Mr. Tom Land
Miss Penelope Bates
Timothy
Little Negroes

Puppet Show—"Visitors From Other Lands"

CAST

Fairy Godmother
Hans and Gretel
Nando and Togo

Ho Lun and Li Chang
Ramoff and Sevik
O. Hanu San
Hilda

ACROSTIC

C—is for cotton that is made into cloth
To make pretty clothing so white and soft.
L—is for leather that is made into shoes
For Betty and Billy so bright and so new.
O—is for outing so white and so clear
That all of us wear sometime in the year.
T—is for tree which grows in Brazil
Without rubber, automobiles would fare ill.
H—is for hats which of velvet are made
To keep off the sun and to keep in the shade.
I—is for indigo, a lovely blue dye
To make our clothing look well to the eye.
N—is for needle to sew cloth together
To make clothes to wear in all kinds of weather.
G—is for gloves to keep our hands warm,
To keep off the sun and protect from the storm.

THE MAN WHO MADE COTTON KING

ACT I

Time: 1792. Place: Home of Mrs. Nathaniel Greene, in Georgia.

(Curtain rising disclosed group of little negroes laboriously picking the seeds out of cotton by hand. Each has a shoe near him to hold seed. They are singing "Swing Low, Sweet Chariot," and two of the boys take time to shove each other, or scuffle. Enter Mammy Susan.)

Mammy Susan: How is yo' gittin' along, chillan?

Timothy: Lawsy, Granmammy, slo, slo. I'se dat tired I dunno what to do.

Mammy Susan: Go long wid yo, yo' lazy limb of Satan. Yo' needs 39 lashes, so you doze, for bein' so triffin'. (Cuffs at him, and in dodging her, Timothy upsets his shoe of seed.)

Timothy: Please don't hit me, Granmammy. I'se be good, I 'clar I will.

Mammy Susan: Dar now! Look what you went and done! Git right down dar now and pic kup dem seeds. You know every one of you chaps has got to pick your shoe full of seeds 'fore you kin have no peas and corn and bread and milk, and 'fore you kin go to bed. (They take up the song again, and go on picking, while Mammy Susan busies herself with tidying the room. She pauses to listen.)

Mammy Susan: Shut up dere, now, you chaps. I hear ole Missus a-comin'.

(Enter Mrs. Nathaniel Greene.)

Mrs. Greene: Why, Mammy, have the children not finished with their task yet?

Mammy Susan: No'm Mist'ess. Dey's jest too triffin' to live!

Mrs. Greene: No, Mammy. I don't think that. Picking seeds out of cotton is hard and slow work. I do wish somebody would invent a machine to get it out easily. It seems I just can't make my farm pay. But, Mammy, let the children take their work down to the quarters and finish it there for I am looking for company. I think they may stay for supper, so you must cook something real good.

* * * * *

Mammy Susan (putting her head in the door): Supper is ready, Mist'ess.

Mrs. Smith: Oh! Is it so late? I must be going.

Mrs. Greene: Nonsense. You must all stay to supper. There is to be a beautiful moon tonight, and you can go home later, if you don't care to spend the night. (All leave for dining room.)

(CURTAIN)

ACT II

(Scene same as Act I. Time: Several weeks later. Mrs. Greene and Eli Whitney are seated, conversing. Mammy Susan and Uncle Caesar are putting the last finishing touches to the room before the guests arrive.)

Mrs. Greene: And, so, Master Whitney, your wonderful machine is finished. Was it very hard to make?

Eli Whitney: No, madame, not very difficult. The hardest part was to think of some way to tear the lint from the seed without mashing the seed. But I am glad to say, that the seed came out perfectly whole and clean, and the lint is quite clean, too.

Mrs. Greene: And do you think it will really work?

Eli Whitney: Perfectly, madame. I have given it many tests.

* * * * *

Mrs. White: Oh, Master Whitney, this machine is wonderful! I am sure you will be rich and famous because of it.

Mr. Smith: Have you applied for a patent on it yet, Master Whitney?

Eli Whitney: Not yet. I only finished this model today. I intend to apply for a patent at once.

Mr. Smith: You must do so by all means. This is surely going to be a valuable machine. In my opinion it will completely change the history of the world, now that England has all this new spinning machinery. (To others) Listen, friends, Master Whitney has not yet had opportunity to patent his machine. He has been kind enough to show it to us. We must be very careful not to tell any outsiders about it.

All: Oh, of course not.

Mrs. Greene: If any of you would like to dance, do so, and don't mind an old woman like me. I think it would be fine for you to dance in honor of Master Whitney and his wonderful invention.

Eleanor (clapping her hands): How delightful. We all love to dance. Let's dance the minuet.

Mr. Smith: Yes, let's do. Choose your partners. Choose yours first, Master Whitney.

Eli Whitney: No, thank you. I have never learned to dance the minuet although it is a stately and beautiful dance. My Puritan ancestry has prevented my learning to dance at all, but I shall be glad to look on.

(All take places and dance the minuet, except Whitney and Mrs. Greene.)

ACT III

(Place—Same as Acts I and II. Time—Several months later. (Morning) As curtain rises Eli Whitney is seated alone in room with his head bowed upon his hands, as if weary or downcast. Enter Mrs. Greene followed by Mammy Susan and Uncle Caesar with whom she is talking. She does not at first see Eli Whitney.)

Mrs. Greene: Mammy, has Hester finished spinning that wool yarn she began last week?

Mammy Susan: Yes'm, Mist'ess.

Mrs. Greene: And has Elvira finished her cotton yarn?

* * * * *

Mrs. Greene (sees Whitney): Why, Master Whitney, what ails you? You look sick!

Eli Whitney (raising head): I am so discouraged I am almost sick. You know I have been busy on the farm for some time and have not been in my shop lately while waiting for

my patent papers to come. This morning I thought I would take another look at my model, for I thought of something new to do to it. But, Mistress Greene, when I went to look for it, I found that it was gone!

Mrs. Greene: Gone! Why, Master Whitney!

Mammy Susan: What yo say? Dat little gin done gone?

* * * * *

Mr. White: No, not today. We must get at the bottom of this. (Guests leave, and Eli Whitney and Mrs. Greene remain on stage alone.)

Mrs. Greene: I am so sorry, Master Whitney. What will you do now?

Eli Whitney: If I can find who is responsible, I shall enter suit at once. Meanwhile, I shall do as my old grandmother often told me when I would get discouraged when I was a child, "If you don't at first succeed, try, try again." I shall go to work on a new model.

(CURTAIN)

VISITORS FROM OTHER LANDS

(A marionette play in one act produced by Sixth Grade, Winecoff School.)

Written by Margaret Sarah Isenhour

CAST

Dorothy and Dick--

American boy and girl known to radio audiences in connection with Dixie Circus

Fairy Godmother

Hans and Gretel

Children from Holland

Togo and Nando

Children from the Philippines

Li Chang and Ho Lun

Chinese Children

Ramoff and Sevik

Eskimo Children

O Hanu San

Japanese Girl

Hilda

Swedish Girl

Dorothy: Isn't it provoking that we had to have snow on the very Saturday afternoon that Uncle Bob Sherwood promised to take us to the Dixie Circus?

Dick: You bet it is. I wouldn't mind it so much if Mother would let me go out and play in it. But she is afraid I'll take cold.

Dorothy: Well, you might.

Dick: Oh no I won't. Girls might, but not boys.

Dorothy: Well, I wish some good kind fairy would come and take us to the circus.

(Enter their fairy godmother.)

Dorothy: Who in the world are you?

Godmother: I am your fairy godmother. I just heard you wish for a fairy to take you to the circus. What do you want to see at the circus?

Dick: Well, I like to see the elephants, lions, tigers and other animals and the funny clown. Uncle Bob used to be a clown himself.

Dorothy: But I am afraid of animals. I like to see the children from other lands with their strange costumes.

Dick: Huh! Afraid of animals. My, I wouldn't be a girl for anything. They are all the time afraid of something.

Dorothy: We are not. . . .

* * * * *

Ramoff: I am from the land of the Eskimos, often called the frozen sea. We wear fur coats and live in houses made of ice and called igloos.

Sevik: Yes, and we have dogs to pull our sleds from place to place. The sleds are made from bone, for we have little or no wood. Our lamps are made of bone, and in them we burn whale oil. We kill animals and make our clothing of their fur, and we have to depend on our clothes to keep us warm. We have six months day and six months night. (They leave, and O Hanu San appears and bows to Dorothy and Dick.)

O Hanu San: My name is O Hanu San, and I come from Japan, an island empire. Our ruler is called the Mikado. Our land has many cherry blossoms and is very beautiful. Our country would not trade with other countries until a few years ago, when Commodore Perry and William A. Graham encouraged us to open our ports to the world. Since then we have greatly progressed. (She leaves and Swedish girl appears.)

Hilda: My name is Hilda and I am from Sweden, close to Norway. My country is near the sea and many of my people are sailors. It is also a great dairying country. (She leaves.)

Godmother: Well, children how do you like my circus? Is it as good as your Uncle Bob's?

Dorothy: Yes, thank you. I've had a good time and enjoyed it quite as much as if I had gone with Uncle Bob.

Dick: And so did I.

Godmother: I shall leave you now. Perhaps I can visit you again sometime.

(CURTAIN)

SEVENTH GRADE

The work for seventh grade gives emphasis to the use of grade literature and other reading matter; the mastery of language form, including grammar; the development of good written composition and continued work in oral composition, and remedial instruction. Suggestions for work in this grade are:

1. Suggested seventh grade objectives (such as the teacher may use in developing the year's work in language).
2. Subject matter and activities (essential to the realization of these objectives).
3. Procedure (which teachers have found to be effective).
4. Expected seventh grade outcomes (in terms of the former recommendations).
5. References.

I. Suggested seventh grade objectives.

1. To strengthen and increase language ability as provided for in the objectives for lower grades.
2. To develop intelligent and critical thought conducive to sane judgment.
3. To make good form in speaking and writing a matter of habit.
4. To increase pupil power to provoke wholesome and worthwhile thinking on part of others.
5. To cultivate power of salesmanship of one's ideas.
6. To strengthen the habit of open-mindedness and fair judgment.
7. To survey the best that is available in grade literature.
8. To develop pupil ability to write correct compositions of two or more paragraphs on suitable seventh grade subjects, social and business letters, informal and formal invitations, announcements and outlines.

II. Subject matter.

A. MATERIALS

1. *Text*: Open Door Language Series, Seventh Grade.
2. *Supplementary for general use*. See suggestions for sixth grade, section V of the seventh grade outline and general reference, pages 210-211, and suggestions regarding selection and organization of subject matter, pages 123-125.

B. ACTIVITIES

The language activities in this grade should be a natural outgrowth of the needs, interests and abilities of the pupils. The pupils may be expected to initiate and carry to completion many valuable activities in this grade. The teacher may unconsciously to pupils guide to the realization of still other valuable grade activities. Appropriate activities are:

Writing outlines and notations in preparation for oral compositions.
Giving oral compositions upon subjects that demand a definite order.

Criticizing talks made, stories told, announcements made and various written work presented—stories, poems, outlines, letters, bibliographies, booklets, arithmetic work, drawings, paintings, dramatizations, and debates.

Using a telephone for emergency calls, holding interviews and making inquiries.

Explaining simple processes.

Giving and writing directions, explanations, recommendations and debates.

Conducting formal meetings, clubs, committees, etc.

Work on stories: listening to, reading, re-producing, outlining, telling original stories, comparing stories, criticizing stories.

Work on poems: listening to, reading, analyzing, memorizing, reciting, comparing, criticizing, revising poems and writing rimes, poems, jokes and riddles.

Using the dictionary for determining word meaning, correct pronunciation, synonyms, homonyms, spelling, capitalization, derivations.

Discussing essentials and illustrations of good sentences, paragraphs, outlines, stories and poems.

Self-checking for mastery of language forms, comparing with others in the group and with generally accepted grade standards.

Writing courteous and informal notes, business letters, reports, minutes, announcements, recommendations.

Making outlines for report in the social studies, library reading, excursions and extra-curricula activities.

Analyzing models: compositions, letters, outlines, poems, booklets, posters, etc.

Drilling in the use of correct language form as provided for in language games, dictation and spelling.

Reading for pleasure, appreciation, enjoyment, interpretation, extension of experiences, development of ideals, satisfying curiosity about life, gaining a knowledge of great men and women, understanding dominant social ideals, understanding and interpreting economic conditions, memorizing prose and poetry, gaining a fuller appreciation of the beauties of nature, developing sense of humor, becoming a more intelligent listener, recognizing helpful devices, broadening one's own vocabulary, improving one's own sentence and paragraph sense, associating real and outstanding people with the content of books, magazines and newspapers and strengthening one's own power and desire to do creative language work.

III. Procedure.

Begin by finding out what the pupils know, should know, are expected to learn in this grade, their capacity for growth and the group in which each can work best. See pages 126-127 for suggestions on grouping and make this tentative and subject to change with changing conditions. Provide separate exercises for remedial work and for the introduction of new grade language experiences. Work specifically for development in

1. Oral composition
2. Written composition
3. Language forms
4. A broad reading knowledge
5. Self-analysis and self-guidance in language growth in all grade subjects. Place special emphasis on the development of items 2, 3, and 4.

A. ORAL COMPOSITION

Guide pupils in the selection of material that can be organized easily into a unified whole by beginning with a vital subject of general interest such as hiking, swimming, or dressing and show how many sub-divisions may well be made. Develop briefly one or two topics, the general outline, question as to a complete, specific and striking title, point out possible difficulties in the development of the theme, draw up a plan of procedure with the class or group, let each try to complete

and evaluate his work and secure the class or group criticism on work done. Compare with good literary selections, standards of attainment and standardized scales for measurement such as composition scales and handwriting scales. (See general reference, page 177.)

In the use of stories, poems, plays, etc., make similar procedure and follow up with note book records in form of copies of best liked parts, attractive lists, notations, bibliographies, illustrations, outlines, criticisms and notations on the authors, records of business meetings and original work of the pupil as a result of the literary stimulation.

Help pupil to master literary selections more fully through memorizing, dramatizing, quoting, referring to, analyzing, criticizing, debating, discussing choice of words, types of sentences, paragraphs and outlines and essential technical forms for use in same.

B. WRITTEN COMPOSITION

In all written work strive for additional freedom of expression and the improvement of organization of thought. Provide for pupil interest and a felt need for all written work such as letters, notices, announcements, reports, stories, articles, etc. Point out the fact that material that appears in print furnishes a permanent record of both the education and the individuality of the writer, and that all written work is of permanent nature more or less.

Discuss every assignment sufficiently for each pupil to understand what he is to attempt and how he is to do it. Individuality is so largely expressed in this field that only in mechanics should uniformity be attempted. The mechanics, however, should be carefully explained and provided in such reference as to enable each pupil to criticize and revise his work before releasing it. Read models and discuss them from the standpoint of excellence in (1) content—clear, concise, true, courteous (in letters) complete treatment of the subject, (2) mechanics—correct form, punctuation, capitalization, spelling, penmanship and choice of materials such as paper, pencil, ink.

Direct, as unconsciously as possible, the pupils' organization of his material prior to the writing and guide the expression during the actual composition until pupils have developed "mind patterns" for different styles of writing and group standards of attainment for self-guidance. Encourage an exchange of help and friendly criticism among the group.

Inspect, correct and grade (or provide for an evaluation) of all written work submitted and strive for quality rather than quantity. Give special attention to pupils' work which may or may not be requested for criticism such as notebooks, copying assignments, making outlines in preparation for writing, taking notes, writing spelling, etc. Maintain high standards at all times. When necessary, submit models.

Encourage freedom of expression by letting pupils choose and develop their own subjects after they have had training in planning, writing, revising and proof reading. Provide for contributions to publications such as the school paper or magazine and the local papers. Develop ability in written composition which will stimulate rather than curb the desire for original language work such as letters, stories, poems, plays, etc. For models see adopted text, appendix to the language outline and special selections found in reading matter.

Provide for the preservation of pupils' best written work as models, further stimulation, a basis for the study of individual differences, the kinds of work undertaken and a measure of pupil progress.

C. LANGUAGE FORMS

Language forms for this grade should be determined by: general grade requirements, inclusive of those in lower grades not already mastered, based on actual needs of the class and reduced to minimum essentials. These will be of two kinds: (1) those to be reviewed or re-taught or taught as remedial work, and (2) those introduced for the first time as new grade essentials.

1. *Remedial work* may be confined largely to drill on correct form as a means of substituting correct for incorrect practice. These should be determined by careful investigation by the teacher and will usually confine themselves to speech errors (mis-use of verbs, pronouns, over-worked adjectives, etc.), punctuation, capitalization and sentence and paragraph structure. Each need should be dealt with separately and in terms of life needs. See text, pages 251-253, for functional grammar and correct usage, and Part Five to the language outline and measuring language ability through the use of standardized tests, page 175.

2. *New grade essentials*

These will likely confine themselves largely to the more extensive study of sentences and their uses in the expression of thought in paragraph units.

Study the classification of *sentences*: the three kinds—simple, complex and compound; *clauses*—dependent and independent (subordinate and coordinate).

Review and develop *case* (chiefly in connection with pronouns) and *preposition*, with their government.

The verb: transitive and intransitive; object and compliment.

- a. The verb "to be" developing the idea of inflection already involved in the treatment of case. The concept of *person*.
- b. Transitive verbs: Double object. Example: "I gave him an apple."

Declension of nouns in full.

Weak and strong verbs, irregular plurals and plurals in compounds. Example: "Brothers-in-law." Strengthen and development of *paragraph* as to unity, variety, fitness to subject, clearness and completeness. Strengthen and develop the *outline* by means of the ideas of dependence and subordination in thought processes.

Letter-writing advanced; letters to be longer, more varied in character—formal, informal and business types, and of more appealing nature showing individuality. Use models.

Punctuation: as needs demand for understanding of reading matter and copying and producing original written work. (See texts and Part Five of language outline.)

D. USE OF READING MATTER

This should be based on a broad collection of literary and general reading matters as recommended in Section II and show more interest ability and practice on the part of all the pupils. Because of the individual differences of pupils special selections and approaches should be made to meet the needs of special groups in the use of reading matter in specific language periods, and in transferred language instruction in other grade subjects as illustrated in sixth grade reading for a knowledge of clothing. Definite time and guidance in the use of all

reading matter is necessary in order to avoid the abuse of instruction for independent reading and in order to meet new needs as in finding specific reference, note-taking, outlining, organization of thought, comparing information, appreciating content, and practicing correct form.

In addition to systematic and effective use of reference material the normal pupil may be expected to become familiar with the content of ten or fifteen grade books, and master an equal number of specific stories and poems in addition to special selections in the form of proverbs, fables, quotations, titles, etc. Book records and reports as suggested in grade three will aid in summarizing, organizing, and putting into permanent form. (See reference list of reading material including stories, poems, and pictures, at end of this outline and modify the selection to meet individual needs and interests.

IV. Expected seventh grade outcomes.

1. Increased freedom and power in expressing one's self in oral and written language.
2. Ability to produce and constant practice in writing good compositions of two or more paragraphs in length as needed in seventh grade situations, correct business and friendly letters, formal and informal invitations, announcements and outlines.
3. More mature thinking which produces liberal and fair judgment.
4. Ability to provoke wholesome thought on the part of others and to exercise valuable influence on their decisions.
5. A reading knowledge of the best seventh grade literature and the habit of extracting and assembling thought, vocabulary and style as shown by a desire to reproduce in form of references and quotations.
6. Constant effort to express new and different ideas; offer convincing terms, reflect love, beauty, feeling and desire as discovered through reading and to measure one's own ability in creative language work.
7. Ability to make intelligent self-appraisals, and the development of an inner urge for the mastery of maximum language abilities in the elementary school.
8. A knowledge of the technicalities essential to the elementary school and a desire to put these into constant use. (See Part Five of language outline.)

V. Reference for pupil material. (For teaching helps see page 177.)

STORY BOOKS

Grades

- 7—Lester. Great Pictures and Their Stories. Books VII and VIII. Mentzer.
- 6-7—Malory. Boy's King Arthur, ed. by Sidney Lanier. Scribner's.
- 5-8—Alcott. Old Fashioned Girl. Little.
- 7-9—Dickens. Christmas Carol. Dutton.
- 4-7—Field. Hitty, Her First Hundred Years. Macmillan.
- 7-8—Kipling. Captains Courageous. Doubleday.
- 7-11—London. The Call of the Wild. Macmillan.
- 6-9—Masefield. Jim Davis. Stokes.
- 6-8—Pyle. Men of Iron. Harper.
- 6-8—Twain. Prince and the Pauper. Harper.
- 7-9—Twain. Tom Sawyer. Harper.
- 7-8—Wiggin. Rebecca of Sunny Brook Farm. Houghton.
- 1-8—Barstow. The Colonists and the Revolution. Century.
- 5-8—Crump. Boys' Book of America. Dodd.
- 6-11—Dark. The Book of England for Young People. Doubleday.
- 5-7—Eggleston. Hoosier School Boy. Scribner's.
- 7-9—Charnley. Boys' Life of the Wright Brothers. Harper.
- 7-9—Hill. On the Trail of Grant and Lee. Appleton.
- 6-12—Meadowcroft. Boy's Life of Edison. Harper.
- 7-9—Sandburg. Abe Lincoln Grows Up. Harcourt.
- 7-12—White. Daniel Boone, Wilderness Scout. Allyn.
- 6-8—Clark. Europe. A Geographical Reader. Silver.
- 6-7—Hall and Chester. Panama and the Canal. Newson.
- 6-7—Holmes. Travel Stories, Egypt. Wheeler.

- 5-7—Jordan. The Story of a Seal. World.
 6-8—Finley. Wild Animal Pets. Scribner's.
 7-9—Beard. American Boys' Handy Book. Scribner's.

POETRY

- 6-11—Cooper. Poems of Youth. Ginn.
 6-8—Replier. Book of Famous Verse. Houghton.
 6-7—Stevenson. Days and Deeds (Poetry). Doubleday.
 5-8—Teasdale. Rainbow Gold. School ed. Macmillan.
 6-8—Wiggin. Golden Numbers. Doubleday.

Attractive grade poems as determined by research and reported by Huber in Teachers' College Record, Volume XXVIII, No. 2:

- | | |
|--|--|
| Annabel Lee. Poe. | The Children's Hour. Longfellow |
| Darius Green and His Flying Machine. Trowbridge. | (third grade text) |
| Horatius. Macaulay. | The House by the Side of the Road. Foss (text) |
| King John and the Abbot. Unknown. | The Old Oaken Bucket. Woodworth. |
| Plantation Memories. Russell. | The Charge of the Light Brigade. |
| The Leap of Roushan Beg. Longfellow. | Tennyson. |

PICTURES COMMONLY USED IN SEVENTH GRADE

- | | |
|---------------------------------|---|
| The Fighting Temeraire. Turner. | Robert E. Lee. Pioto. |
| The Fog Warning. Homer. | Signing of the Declaration of Independence. |
| The Fruit Vendors. Murillo. | Trumbull. |
| The Jester. Hals. | Sir Galahad. Watts. |
| The Lace Makers. Vermeer. | Souvenir of Normandy. Corot. |
| | Spring. Corot. |

See text, Chapter VII, "Selecting a Picture for a Schoolroom."

PART FIVE: LANGUAGE FORMS ACCORDING TO GRADES*

I. Composition

A. TYPES, GRADES I, II, III

Class Letters

DEAR FRANK,
 We wish you a happy birthday.

The First Grade.

DEAR MISS SMITH,
 May we use your victrola Tuesday afternoon? We want to play a game.

The First Grade.

An Informal Note

We are having a dramatization in Room 12 this afternoon at 2:00 o'clock. We would like for you to come.

The Children of Room 12.

Formal Class Letter

DEAR THIRD GRADE,
 We liked the play you gave in chapel. Please lend us the music for your new song. We want to learn it.

Blanktown, North Carolina,
 May 28, 1930.

Your friends,
 The Second Grade.

Envelope Address

The Third Grade
 Blanktown
 North Carolina

(or)

The Third Grade
 Blanktown
 North Carolina

A Friendly Letter

DEAR MR.....,

We had a fine time yesterday at the bakery. The baker showed us how he baked bread. His oven is as big as our whole kitchen. He gave us a hot cookie to eat.

124 E. Edenton Street,
 Raleigh, North Carolina,
 August 8, 1930.

Very truly yours,
 Herbert.

*Adaptations from St. Louis Curriculum Bulletin No. 4.

*A Narrative Paragraph**My Pet*

One evening my father bought me a dog. I named it Sport. One day as I was playing with Sport he ran after a cat. He never came back again and I was very lonesome for him.

A Descriptive Riddle

I know a girl who has brown hair and blue eyes. She has on a blue dress. She sits near Billy. Can you guess who she is?

*A Descriptive Paragraph**My Doll*

My doll is very big. She is a pretty doll. She has a pink dress with flowers on it and white silk underwear. I love her very much.

A Descriptive Notice

I have lost a pair of brown woolen gloves in the school yard. They have a hole in one thumb and a darned place on one finger. Please return them to the cashier's desk in the cafeteria.

*An Explanatory Paragraph**Why I Would Like to be a Boy Scout*

I would like to be a Boy Scout because they go on hikes. They can cook their own meals, make tents and swim, too. They have good times climbing hills. You cannot be a Boy Scout unless you obey the laws.

Rhythmic Substitution

Who has seen the wind
Neither you nor I
Substitution (But when the caps blow off)
The wind is passing by.

*Original Rhythmic Expression**Today*

The day was grey,
As grey could be;
This morning it was sunny,
Tomorrow, I guess and think, it will rain,
But rain or not I am happy.

B. TYPES, GRADE IV*Some Wrong Words*

While I was playing pirate I hit my brother with a stick and ran away. He ran after me, saying that pirates never ran away. When he said this I got some courage and threw him in a closet. I think he said some wrong words.

Getting Dinner

One day my mother did not feel well. I told her I would get dinner. We were going to have round steak. I got out the bread-board and a knife. I beat the steak to make it tender. Then I salted it and put flour on it. I put it in the skillet and fried it.

A Flower

The flower that I am describing may be purple, yellow, or white. It has six petals. Three of them droop down. The other three are closed. There are three tiny petals in the center which almost cover three little lines of yellow fuzz. It has two names. Either one of them will do.

C. TYPES, GRADE V*Our Dog*

We used to have a little bulldog named Wobbles. One day my brother and I had to take some medicine. Wobbles looked so funny at mother when she was giving us the medicine that she thought he wanted some. She let him lick the spoon. He made such a funny face that I guess he never wanted to taste that medicine again.

How to Start a Fire Without Matches

Every boy should know how to start a fire without matches. The materials needed are a piece of soft wood about a foot long, a piece of hard wood, and some moss.

Take the hard wood and shape it like a round pencil. Make a hole in the soft wood about the size of the pencil point. Put the point in the hole of the soft wood. Rub the hard wood between your hands. A glimmer of smoke will appear. Rub your hands together faster and a flame will appear. Feed the flame with moss. It will soon grow larger and then you keep feeding it with leaves and twigs.

Description of a Mountain

A mountain is a high hill. The top is called the peak, or summit. The foot of the mountain is called the base. The part between the peak and the base is the slope. The tops of high mountains are covered with snow all the year 'round. Their slopes are covered with trees. Many rivers rise in mountains.

NOTE: See Sheridan's Speaking and Writing English for composition standards by grades.

II. Technicalities**A. GRADE III***Miscellaneous List of Word "Demons" in Spelling*

here	to	a	blue	are	use	where	they
hear	too	an	blew	our	you	were	there
	two	and		or		wear	their

Faulty Endings
ed, ing*Verbs*

know—knew
see—saw—seen

was—were
done—did

ain't for is not, am not, are not

Pronouns

me—I
him—he

Capitalization

(See Standard Forms of Writing)

Days of the week, months of the year, Mr. and Mrs., names of special holidays, North Carolina, America, United States. Names of streets, interjection O.

Punctuation—Apostrophe

(See Standard Forms of Writing)

can't
don't
doesn't
isn't
wasn't

Possessive singular nouns.
Example: Jane's dress.
(Others as needs arise.)

Period

Use of the period after abbreviations

Abbreviations

Mister	avenue	inch	Days of the week
Mistress	pint	foot	Months of the year
street	quart	yard	initials

B. GRADES IV, V, VI, VII

1. *Contractions:* Those occurring in common use, such as:

isn't	hasn't	weren't	wouldn't
wasn't	hadn't	won't	shouldn't
haven't	aren't	couldn't	

2. *Abbreviations:*

Grade IV

Those used in Arithmetic or in Geography.

Dr.—Doctor	P. M.—Afternoon
P. O.—Post Office	Sr.—Senior
A. M.—Before Noon	Jr.—Junior

(Others as needs arise. See language text.)

Grade V

Those used in Arithmetic or Geography.

R. R.—Railroad
Rev.—Reverend

(Others as needs arise. See language text.)

Grade VI

R. F. D.—Rural Free Delivery
C. O. D.—Cash on Delivery
Mdse.—Merchandise

Co.—Company
B. C.—Before Christ
A. D.—Anno Domini (in the Year of our Lord)

(Others as needs arise. See language text.)

3. *Usage Errors:*

Grades IV, V, VI, VII

there—their
to—two—too
are—our—or
saw—seen
sit—set
lie—lay
may—can
through—threw
borrow—lend
bring—take

would of for would have
them skates for those skates
ain't got no for have no
he don't for he doesn't
we was for we were
we come for we came
were for where

(Consult language texts and
teacher's local list.)

When writing in the singular number, use it consistently. Example of a common error: The violet is one of the earliest spring flowers. They are found in parks.

Do not change the tense of the verb. Example: He walked hastily down the road. In the distance he saw a light. He hurries toward it.

For capitalization, punctuation, manuscript form, letter forms, see various series of textbooks and Woolley's Handbook of Composition (revised), Heath and Company, and adopt common usages for the school.

III. Manuscript Form

(For Essays, Contributed Articles, Examination Papers, etc.)

Materials

1. When possible use ink for all written work except informal class exercises. (For final copies in grade four and above.) Use black or blue-black ink only.
2. If a typewriter is used, be sure that the lines of type are double spaced.

Arrangement of page

1. On the first line of the first page write the date at the extreme left, and the name—last name first—at extreme right. (Grade III.)*
2. Write the title on the third line of the first page only; center it, and capitalize all words except articles, prepositions, and conjunctions unless these words stand first; place no period after it. If the title is long, use two lines, keeping both centered. (Grade III.)
3. Leave one line between the title and the composition. (Grade III.)
4. Maintain a uniform margin of one inch on the left of each page. In using paper with ruled margins, write close to both marginal lines except for paragraph indentations. In using paper without ruled margins, fill the line to the right edge, or keep a uniform margin of one-half inch or one inch on the right of each page. (Grade III.)
5. The indentations of the first line of each paragraph should be equal to the width of the left-hand margin. (Grade III.)
6. Number all the pages, except the first, placing the number at the top and at the right of each page. (Grade V.)
7. Outline form:

I. _____
 A. _____
 1. _____
 a. _____
 b. _____
 2. _____
 B. _____
 II. _____

*Grade in which mastery may be expected.

IV. Capitalization

Capitalize

1. The first word of every sentence. (Grade III.*)
2. The first word in every line of poetry. (Grade IV.)
3. The first word of a direct quotation. (Grade IV.)
4. The pronoun *I* (Grade III) and the interjection *O* (Grade III). Capitalize the word *oh* only at the beginning of a sentence. (Grade III.)
5. All names of the Deity. (Grade IV.)
6. All proper nouns (Grade I) and adjectives (Grade IV) and their abbreviations (Grade IV); all degrees and titles referring to people (Grade V); all initials (Grade II); all words in such proper names as: Lake Junaluska, French Broad River, Central High School; but lake, river, high school should not be capitalized when not used as part of a proper name. (Grade IV.)
 I spent four years at Central High School.
 I spent four years at high school.
7. Names of days of the week and months of the year and holidays. Names of the seasons are not capitalized. (Grade III.)
8. North, South, East, and West denoting parts of a country or geographical regions. (Grade VI.)
 Oranges grow in the South.
 There is distress in the Far East.
9. The names of school subjects only when they are derived from proper nouns, or used as titles of special courses.
 English, Spanish, algebra, arithmetic, Science I. (Grade VI.)
10. The first word and all other important words in the title of a book or story. (Grade IV.)
11. The first word of the salutation in a letter and the first word of the ending. (Grade II.)

V. Punctuation

CAUTION: REDUCE PUNCTUATION TO A MINIMUM. NEVER USE A MARK WITHOUT HAVING A DEFINITE REASON.

1. *Use a period*
 - a. At the end of all sentences, except interrogatory or exclamatory, and at the end of all other completed units of expression. (Grade I.)
 - b. After certain abbreviations and all initials. (Grade V.)
 - c. After all Roman numerals; Arabic figures, and letters when used to indicate lessons, paragraphs, and problems. (Grade V.)
2. *Use an interrogation point*
 - a. After direct questions. (Grade II.)
 - †b. After the individual members of a series, each of which might be expanded into a question.
 What is their nationality? age? sex?
 - †c. Inclosed in parentheses to indicate that the meaning of a word or phrase is questionable.
3. *Use an exclamation point*
 After a word, phrase, or sentence that expresses sudden or intense emotion. (Grade IV.) Sometimes an exclamation takes the form of an interrogatory sentence; if no answer is expected, use an exclamation point. (Grade VI.)
4. *Use a colon*
 - a. After all salutations of a formal letter. (Grade IV.)
 - b. After the formal introduction to an enumeration of items or particulars. (Grade VI.)
 - c. After a formal introduction to a quotation. (Grade VI.)
 Lincoln spoke the following words: "Government of the people."
 I quote the following from Lincoln: "Government," etc.

*Grade in which mastery may be expected.

†Not required in the elementary school but may be taught as needs arise.

5. Use a semicolon

- a. Between clauses of a compound sentence that are not joined by a conjunction. (Grade VII.)*

Bryant was an American; Byron was an Englishman.

Hold on to your hat; the wind is blowing hard.

- †b. Between clauses of a compound sentence that are not joined by a conjunction, and that have as the first word in the second clause one of the following words: thus, nevertheless, therefore, hence, however, moreover, accordingly, besides, also, then, still, otherwise, consequently.

- c. To separate two or more coördinate members of a simple, complex, or compound sentence, even when joined by conjunctions, when those members, or some of them, have commas within themselves. (Grade VII.)

The pupil explained that she had loaned the book to a friend; that a week later, wishing to use the book, she had asked her friend for it; and that the friend, having in turn loaned it to a friend of hers, could not give it to her.

- †d. Before such expressions as namely, viz., i.e., as, etc., when used to introduce an example or illustration. The comma follows these words.

6. Use a comma

- a. To separate the parts of a date. (Grade III.)

- b. To separate the parts of an address. (Grade III.)

- c. To set off such as *yes*, *no* and *please* when they are used independently in answering questions or making requests. (Grade V.)

- d. After both the greeting and the complementary close of a friendly letter. (Grade V.)

- e. To set off the name of a person addressed or a word used in its place. (Grade V.)

- f. To separate words in a list where *and* or *or* is omitted. (Grade III.)

- g. To separate the clauses of a compound sentence if they are joined by *and*, *but*, *for*, *or*, or *nor*. (Grade VII.)

- h. After introductory expressions. (Grade VII.)

(1) Always after the adverb *however*; seldom after *therefore*, *consequently*, and words of like meaning.

(2) After an adverbial phrase only when the sentence is long or when the comma materially helps the reader.

(3) Always after an adverbial clause.

- †i. To set off a non-restrictive clause.

- j. To separate the members of a series of words or phrases when the conjunctions are omitted including a comma between the last two members even with the conjunction expressed. (Grade V.)

Georgia, Louisiana, and Texas are cotton-raising states.

John, who leads his class, did excellent work last term in Latin, in algebra, in French, and in history.

- k. To set off words in apposition, with or without the word *or*. (Grade VII.)

Spenser, a non-dramatic poet, was contemporary with Shakespeare.

Indiana, or the Hoosier state, has given the Union many prominent men.

Note, however, that no comma is used:

- (1) If the appositive is an essential part of a proper name.

John the Baptist. Alexander the Great.

- (2) If there is close connection between the appositive and the noun it modifies.

My brother Charles is a lawyer.

You yourself did that.

- (3) If attention is called to the appositive by italics or some other device that sets it apart.

The word *like* should not be used to introduce a clause.

The phrase "along this line" should be avoided.

*Grade in which mastery may be expected.

†Not required in the elementary school but may be taught as needs arise.

1. After a part of a sentence that precedes a direct quotation unless a colon is required, and before the part of the sentence to follow the quotation when such exists. (Grade IV.)*
- m. To set off nouns of direct address. (Grade V.)
- †n. To indicate intentional omission of words.
Grant was born in Ohio; Pershing, in Missouri.
- †o. To set off etc. (This abbreviation, however, is not to be used in a literary context.)
- †p. To set off such independent expressions as at any rate, however, to be sure, in fact, etc.

7. Use quotation marks

- a. To inclose all direct quotations; to inclose all parts of a divided quotation. (Grade IV.)
- †b. To inclose a quotation within a quotation. In this case use single quotation marks.
- †c. At the beginning of each paragraph or stanza in a quotation of several paragraphs or stanzas and at the end of the last paragraph or stanza.

8. Use an apostrophe

- a. In contractions to indicate letters intentionally omitted. (Grade V.)
- b. To form possessives. (Grade II for singular possessive nouns.) Personal, relative, and interrogative pronouns, however, do not take the apostrophe, nor, as a rule, do the names of corporations and institutions. (Grade IV.)

Illustrations:

hers, his, its, theirs, ours, yours, whose
Harris Teachers College

Note that the possessive case should be used only with nouns designating persons or with expressions indicating time. To this usage there are a few exceptions.

Illustrations:

The man's coat	today's news
Mary's book	last term's work
Brown and Smith's grocery	a year's salary

Exceptions:

for mercy's sake
her heart's desire

- †c. To form the plurals of letters, numbers, and words when they are mentioned as words.
That happened in the 80's.
Sound clearly your final d's, t's, and ing's.

9. Use of hyphen

- a. To divide a word at the end of a line, placing the hyphen after any complete syllable. (Grade IV.)
- b. In various compound words. (Grade V.)
 - (1) Between two or more words that serve as a single adjective before a noun.

Illustrations:

iron-bound regulations
a record-breaking feat
high-school record

- (2) In compound nouns that the dictionary prints as hyphenated words. (Distinguish between the light separative hyphen used in the dictionary after an unaccented syllable and the hyphen in heavy black type between the parts of a compound word.)
- (3) In compound numbers from twenty-one to ninety-nine inclusive.

*Grade in which mastery may be expected.

†Not required in the elementary school but may be taught as needs arise.

- (4) Words which are said to be consolidated, instead of compounded, are not hyphenated.

Illustrations:

inasmuch, notwithstanding, outdoor, sometimes, something, somewhere, nevertheless, itself, herself, himself, myself, themselves.

The present tendency is to write today, tonight, tomorrow as consolidated words.

10. *Correct punctuation for dates*

January 15, 1930

Jan. 15, 1930

Monday, August 24

Monday, Aug. 24

70 B. C.

476 A. D.

11. *Correct punctuation of names of places*

Raleigh, North Carolina

46 Union St., Asheville, North Carolina

1742 Grand Ave., Louisville, Ky.

The Rockery, St. Paul, Minn.

While the correct abbreviation for the name of a state may be used, the name written in full prevents misunderstanding and is a more dignified form.

*VI. Underscoring

Any word underscored in manuscript will be set in italics by a printer.

- *1. Underscore all titles of books, newspapers, magazines, pamphlets, poems, musical compositions, pictures and other works of art, and names of ships.

(There is some good authority for inclosing titles of pictures and other works of art and names of ships in quotation marks instead of underscoring them.)

- *2. Underscore all words that are being made the subject of comment.

In the first sentence, *right* is a noun.

Give the rule for spelling *occurred*.

The possessive form of *Keats* is *Keats's*.

All right is written as two words.

VII. Spelling

1. When a dictionary gives two spellings, choose the first one. (Grade III.†)

judgment, development, traveler, worshipping

2. Spell in full all civil and military titles except Mr., Mrs., Messrs., Dr. (Grade V.)

- *3. St. (*Saint*) before proper names is correct.

4. St. (*Street*) after the name of a street is correct. (Grade III.)

- *5. Spell in full all Christian names.

Richard, George, Charles

- *6. Spell in full numbers that occur in manuscript if they can be indicated by one or two words unless they are of a statistical or technical character. Spell in full all numbers that begin a sentence.

7. In ordinary reading matter spell in full, ages, the time of day if not used a. m. or p. m., the names of months, and the name *United States*. Do not use st, d, or th in writing dates. (Grade VI.)

- *8. Use *O* with a noun in direct address; use *Oh* (oh) for an exclamation.

O John, wait a minute!

O most noble sir!

Oh! why did you do that?

Oh, what a beautiful sunset!

*Not required in the elementary school but may be taught as needs arise.

†Grade in which mastery may be expected.

VIII. Marks of Parenthesis, Brackets, and Marks of Omission

Marks of parenthesis are used to inclose expressions grammatically independent of the rest of the sentence and less closely related in thought to the context than would be indicated by commas.

Brackets are used to inclose an interpolation in a quotation.

A series of dots indicate an omission in a quotation.

The *Atlantic Monthly* says, "He (John D. Long) kept a journal from the age of nine . . . to the days when he became Governor of Massachusetts and Secretary of the Navy."

IX. Making Erasures

Draw a horizontal line through whatever is to be omitted. Do not use marks of parenthesis to cancel a word or passage.

X. Letter Forms

Heading

Either of the two forms that follow may be used:

450 New Bern Ave.,
Raleigh, North Carolina
November 25, 1930.

450 New Bern Ave.
Raleigh, North Carolina
November 25, 1930.

Punctuation at the end of the lines may be used in either the slant or the block form; or punctuation may be omitted in either form.

In business letters the same address as is on the envelope and in the same form should precede the greeting.

Alfred Williams and Company,
119 Fayetteville St.,
Raleigh, North Carolina
Gentlemen:

Mr. John C. Smith
41 State St.
Chicago, Illinois
My dear Mr. Smith:

The following greetings may be used in letters:

My dear Sir:
My dear Madam:
Dear Sir:
Dear Mr. Jones:

My dear Mrs. Jones:
Gentlemen:
Ladies:

The following greetings may be used in informal letters:

My dear Mr. Brown:
My dear Dr. White:
My dear Alice:
My dear Father:
My dear Uncle Tom:

Dear Mr. Brown:
Dear Dr. White:
Dear Alice:
Dear Mother:
Dear Aunt Mary:

Good usage also permits the comma after the salutation in an informal, or friendly, letter. Note that the salutation Dear Friend or My dear Friend is not in good form.

Complimentary close

The complimentary close should begin with a capital and be followed by a comma. It should contain the word yours or your.

Very truly yours,
Yours truly,
Sincerely yours,
Yours very sincerely,

Your loving son,
Your sincere friend,
Cordially your friend,
Ever your friend,

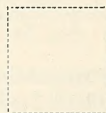
The envelope address should be properly balanced, spaced and punctuated. The following styles are acceptable:

Henry K. Brown
5 North Avenue
Asheville, North Carolina



Alfred Williams and Company
119 Fayetteville Street
Raleigh, North Carolina

Henry K. Brown,
5 North Ave.,
Asheville, N. C.



Alfred Williams and Company,
119 Fayetteville Street,
Raleigh, North Carolina.

XI. Symbols for Correction

Cap—Capital
^—A word or letter omitted
D—Diction
Gr—Grammar
Ital—Italics
K—Awkward
X—Illegible, untidy; or a careless error
O—Something omitted
V—Omit
P—Punctuation
¶—Paragraphing

Ref—Reference of pronouns
S—Faulty sentence structure
Sp—Spelling
Syl—Syllabication
Coh—Coherence (of sentence, paragraph, or the whole composition)
Emph—Emphasis (of sentence, paragraph, or the whole composition)
U—Unity (of sentence, paragraph, or the whole composition)
√—(check) an easily discoverable error

XII. The Teaching of Language Forms According to Grade

Each usage should, of course, be taught as need for it arises. Therefore teachers in all grades should have full knowledge of all the rules governing standard forms in writing, and skill in their application. The incidental teaching should, however, be strengthened by specific instruction in the grades indicated. Each grade should be held responsible for what

has been taught in the grades below so that the cumulative result shall be *correct habit*.

From the Earliest Writing

- Rule *a* for the period.
- Rule *a* for the interrogation point.
- Correct punctuation for dates.
- Correct punctuation for names of places.
- Correct way of making erasures.

Grade III

- Rules 1, 2, 4 (first part), and 7 for capitalization.
- Rules *a*, *b* for the comma.
- Rules 1 and 4 for spelling.

Grade IV

- Page arrangement should be observed from the Fourth Grade up.
- Letter forms should be observed from the Fourth Grade up.
- Rules 2, 3, 5, 6, and 10 for capitalization.
- Rule *l* for the comma.
- Rule *a* for the quotation marks.
- Rule *b* for the apostrophe.
- Rule *a* for hyphen.
- Rule *a* for the colon.

Grade V

- Rules 2, 8, 10 and part of 6 for capitalization.
- Rules *b* and *c* for the period.
- Rules *d*, *e*, *j* and *m* for the comma.
- Rule *a* for the apostrophe.
- Rule *b* for the hyphen.
- Rule 2 for spelling.

Grade VI

- Rules 8 and 9 for capitalization.
- Rule *a* for the exclamation point.
- Rules *b* and *c* for the colon.
- Rule 7 for spelling.

Grade VII

- Rules *a* and *c* for the semicolon.
- Rules *g*, *h* and *k* for the comma.

PART SIX: FOLLOW-UP WORK IN COURSE OF STUDY MAKING

The material, methods and procedure offered in the grade outlines in language are designed for guidance to the teacher and other school folk in (1) the promotion of language growth and the unification of instruction, and (2) as a basis for producing a flexible and inclusive language course contributive to an elementary curriculum.

The first essential to an intelligent use of this course is a knowledge of its entire content with special attention given to the part pertaining to the grade or grades taught.

The second essential is a knowledge of the language course content in relation to the content of other subject matter courses.

The third essential is a comprehensive knowledge of and ability to direct children.

The fourth essential is a definite, flexible and progressive teaching program built on much professional study.

The fifth essential is the study of teaching outcomes in terms of future needs as given in the suggestions for future work in course of study-making in Part Three of the reading outline.

The sixth essential is a full and usable record of all outstanding progress and revision made in the present course of study, so that future revision may have the benefit of the most worthwhile work done in the schools.

SPELLING

GUIDING PRINCIPLES IN THE TEACHING OF SPELLING

The Importance of Correct Spelling

In all phases of life written communication and the recording of information for personal use are constantly employed. Correct spelling is necessary for conveying the ideas intended. Accuracy in spelling is demanded of the educated person. Children completing an elementary school course should be able to spell correctly the words which they will frequently use in writing in daily life. A recent school survey showed that intelligent people in all communities rank spelling as second in the list of subjects which should be taught in the school.

Correct spelling is an evidence of education. Incorrect spelling discredits an individual seeking a position, for letters of application and business letters containing misspelled words bring severe criticism and failure to gain the desired employment. Again, a student's progress in high school and college is always affected by written work which contains misspelled words. Since progress in education and life outside of school place this great value on correct spelling, the elementary school course should establish in the child the habit of spelling words correctly, the desire to spell them correctly and the habit of verifying the spelling of words about which he is uncertain.

We should keep in mind that spelling is one of the language arts, and that a real desire to express one's thoughts, and to write of one's experiences and interests for the pleasure of others is fundamental in developing a motive for writing correctly and effectively. With this eagerness and genuine interest in writing present, the child's ability and desire "to say the thing finely" and to spell correctly will be constantly fostered and strengthened.

Aim in Teaching Spelling

*The function to be developed may be stated as the ability to use the correct letters in their proper sequence within words. The need for ability to spell is practically always in connection with written work, therefore the aim may be stated as the ability to spell a word automatically when the individual is giving attention to the content of the material being written. This aim provides for the development of an ability which allows the individual to record his language reactions.

Objectives†

1. *To make automatic the accepted sequence of letters in the words most commonly needed for the expression of thought in writing.*
2. *To develop the meaning and use of words to be spelled.* The development of the meaning and use of words may involve the meaning and uses given in the dictionary, but it is preferable to clarify and build up the meaning and uses on the basis of the child's own experience.

*Adapted from "Psychology of Elementary School Subjects" by Garrison and Garrison, published by Johnson Publishing Co., Richmond, Va.

†Fourth Yearbook—Department of Superintendence, 1926. National Education Association, Washington, D. C.

3. *To develop what is termed a "spelling consciousness";* i. e., the ability to recognize almost instantly the correct and incorrect spelling of words.
4. *To develop a "spelling conscience."* This "spelling conscience" may be referred to as an ardent purpose or desire to spell correctly or as an ideal of correct spelling. This conscience is annoyed by incorrect spelling and is satisfied only with correct spelling.
5. *To develop a technique for the study of spelling.* This technique involves the application of an effective method of learning how to attack and master the sequence of letters in the given word, the method of diagnosing sources of errors in the spelling of specific words, the knowledge of how to use the dictionary in finding the pronunciation, meaning, and spelling of unfamiliar words, the knowledge of what to do when in doubt concerning the spelling of a word, and the application of a few inductive rules governing the correct spelling of words.

Vocabulary Content

A. SELECTION OF WORDS

In recent years the subject of spelling has received thorough scientific investigation and study. We are fortunate to have reliable information in regard to the content of the spelling vocabulary. Since the function of spelling instruction is to teach children how to spell the words they will use, the spelling vocabulary should contain the words which children and adults most commonly need in their written discourse. We are concerned with *what words* and *how many* children will have occasion to use in writing.

Investigations show that a scientifically sound minimal spelling list need contain no more than four thousand words made up of the words most commonly required to meet the writing needs of childhood and adult life. Modern spelling books, including the McCall Speller—the State-adopted text—contain such a list. Schools are advised to follow this minimal list closely as the basal spelling material, supplementing it with lists made up to meet individual, group, and class needs. These supplementary lists will be discussed later.

B. GRADE PLACEMENT

The first criterion now generally accepted in the grade placement of words is that of use. For the most part, children should be taught in each grade, the words which are in the written work of children of that age both in and out of school. A second criterion to be observed in the grading of words is that of spelling difficulty. In general, easy words should be taught first and difficult words later. Hence the four thousand words of the minimal basal list are assigned to the grades where they are needed in writing, in so far as they can be mastered by the children of these grades with reasonable ease.

"In the McCall Speller* the grouping of the words within each grade is principally on a basis of similarities of both *spelling* and *pronunciation*. There are, however, some words in each grade which could not be grouped on this basis. These words have been placed in groups by themselves in the lower part of the column for each week. There is a distinct relation between phonics and spelling, which in this book has been made a valuable

*The McCall Speller, Laidlaw Bros., New York.

aid in the teaching of spelling. The labor of learning to spell is greatly minimized by this plan of phonetic grouping. At no place in the book, however, has the principle of *grouping* taken precedence over the principle of *grading*. In other words, some words that might ordinarily be grouped together are found in different grades, because a study of children's compositions has shown that the words are first used in different grades. In the upper grades, the grouping of the words is partly phonetic, and partly based on similar derivation. Such a method of grouping provides adequate and effective examples for the rules that are developed in the 'Aids to Spelling'."

C. SUPPLEMENTARY WORD LISTS

1. *Words selected from special subjects*—language, arithmetic, geography, history and other subjects or units of work—which the children find they will need to use frequently in writing, compose one of the supplementary lists. Each of the above subjects will have its special words not included in the basal spelling text but which are needed frequently in written work. Special days, occasions, and seasons also supply words for this supplementary list in meeting the needs of pupils in their written work. The words for this supplementary list should be checked against such standard lists* as the Ayres, Horn, Kircher and Gates lists, and (1) those of highest frequency and not too difficult for the grade may be used as a supplementary list for spelling lessons, while (2) the words used occasionally in written work would compose a list which the teachers keep ready for reference by the children. In the fifth, sixth and seventh grades, as the need arises, the children will go to the dictionary to find the spelling of these words, and to verify the spelling of a word used in written work, about which the pupil is in doubt.

2. *Word demons.* Another supplementary list would include: (1) certain words which are recognized as difficult for all pupils—such words as the "one hundred spelling demons"; and (2) words which prove difficult for a particular grade. These words should be kept before the children and given special attention. A bulletin board or a corner of the black-board may be used as a "Class Word Hospital" for the words missed by a large number of the children.

ONE HUNDRED SPELLING DEMONS†

ache	color	grammar	many	some	too
again	coming	guess	meant	straight	used
always	could	half	minute	sugar	very
among	cough	having	much	sure	wear
answer	country	bear	none	tear	Wednesday
any	dear	heard	often	their	week
been	doctor	here	once	there	where
beginning	does	hour	piece	they	whether
believe	done	hoarse	raise	though	which
blue	don't	instead	read (red)	through	whole
break	early	just	ready	tired	women
built	easy	knew	said	tonight	won't
busy	enough	know	says	trouble	would
business	every	laid	seems	truly	write
buy	February	loose	separate	Tuesday	writing
can't	forty	lose	shoes	two	wrote
choose	friend	making	since		

*The addresses of these lists are given in the bibliography.

†The most misspelled one hundred words in the English language by W. Franklin Jones, Ph.D., former head of the Department of Education in the University of South Dakota.

3. *Individual pupil lists.* Each child will have his own "Special Demons." There would be two lists of these: (1) the words in his spelling lessons missed by the child on the final test each week, as these would of course be the most difficult words for him and are the words to be kept in his "Word Hospital";* and (2) the words misspelled in personal letters, compositions, and all written work in connection with geography, history, and other subjects or large unit studies. Both of these lists would be kept by each child in sections of his spelling notebook. Teachers will want to see that the words on these two personal lists are mastered and cease to be "demons." Plans and suggestions for the spelling notebook are given later on.

Methods and Suggestions for the Teaching of Spelling

A. PRINCIPLES UNDERLYING LEARNING

The spelling period has come to be thought of as a learning period rather than a period set aside for reciting. This should be especially true in the early grades. A review of the suggested methods of work will reveal that special efforts are being made to develop in the early grades the correct study habits, and to so emphasize throughout the course an efficient plan for studying words that its use by the pupil independently will become established. Some guiding principles effective in the learning of spelling are:

1. Form a clear vivid imagery of the word through varied sensory processes which include hearing, seeing, saying, and writing the word, as well as the use of the word in a sentence.
2. Attentive repetition of the word, with persistent and precise practice will tend to insure automatic control of the writing of the proper sequence of letters in the word.
3. The method used should reveal individual needs and enable the child to work on his own difficulties.
4. Adequate provision should be made for properly spaced reviews in order to insure economy and permanency in the learning of the words.
5. Aggressive interest on the part of the pupil should be enlisted by developing a consciousness of the need for absolute accuracy in spelling in the various phases of the school work.
6. Provision should be made for the child to keep a record of his progress.
7. Since mastery by the pupils of the words which they will need to use in writing is the purpose of learning to spell, the spelling lessons should be written rather than oral.

B. NUMBER OF WORDS PER WEEK

The organization which groups the work for each week in units is the plan most widely used in recent spelling texts and is the one given in the State-adopted text, the McCall Speller. Modern courses in spelling include eight to fifteen new words per week in the second grade, with a range of twenty to twenty-five in the grammar grades, together with systematically arranged reviews, for a school term of thirty-six weeks.

In adjusting the work by grades in the McCall Speller to schools having a term of thirty-two weeks, it is suggested that work for two review

*Name suggested in the spelling text—"Spelling for Everyday Use," by Steadman, Garrison, and Bixler, published by Smith-Hammond and Co., Atlanta, Ga.

weeks be given in one week, during the last two or three months of the term, or the review words can be added to the lists of new words for the last eight or ten weeks in order to complete the work for the year.

C. METHODS OF INSTRUCTION

Two methods of conducting the spelling lessons for the week are commonly used—the Study-Test and the Test-Study Methods. Various adaptations are being made and it is likely that there should be variations for the different grades, especially the primary grades, in order that the method used will, in the light of the ability and needs of the pupils, provide for the formation of proper study habits under the guidance of the teacher.

In the primary grades, the pupils need to study with the teacher to insure the learning of an effective method of studying words. Some authorities on the teaching of spelling and some recent studies which have been made recommend the study-test method for the primary grades, while other authorities suggest certain adaptations of the test-study method, called the *assignment-test-study method. In the outline for the second grade in this course, the study-test method is recommended and in the third grade it is suggested that either the study-test or the assignment-test-study method be used.

In the grammar grades, the test-study method is recommended, as the pupil should establish the habit of independent study and be able to work on his own difficulties as revealed by the pretest. It may be found helpful, in the light of the needs of the children, to use the assignment-test-study method at the beginning of the term in the fourth grade.

All three methods are here described, so that teachers may understand them and see how the essential principles of teaching spelling are carried out. The method to be used should be carefully and consistently followed in order to judge the value of the various steps of the procedure.

1. STUDY-TEST METHOD

First Four Days of the Week: During the first four days, teach the new words for the week, teaching a few each day. In presenting a new word, the teacher should pronounce the word correctly and distinctly, writing it on the board as she pronounces it, or pupils may look at it in their books. When a word has more than one syllable, pronounce the word with a slight pause after each syllable. Have several pupils pronounce the word, and the class may pronounce the word softly. Present each word in this way. Relate the words to the children's experiences, having them used in sentences, and making sure that the meaning and pronunciation are clear to all pupils. After all the new words have been presented, then study each word according to the following plan:

1. The teacher pronounces the word, writing it on the blackboard. The children, looking closely at the word, pronounce it. The teacher then spells the word and calls attention to any part which may prove difficult.
2. The pupils close their eyes and think how the word looks, trying to get a correct mental image of the word. Then they look at the word and see if they saw it correctly.

*Trabue-Stevens Speller, Row-Peterson & Co., Evanston, Ill.

3. The pupils close their eyes, try to visualize the word and say the letters softly. Then they look at the word to see if they spelled it correctly. Repeat, if needed, to fix the correct image of the word.
4. Erase the word, and have pupils write it, saying the letters softly as they write.
5. Then they should check the word by the book or the board to see if they spelled it correctly.
6. Have pupils cover the word and write it three times, checking each time to see if it is correct.

After all the words have been studied in this way, review the words which were taught the previous day.

Then dictate all the words (new and review) for the day.

In correcting the papers, the children may exchange papers or check their own. When the children check their own or each other's papers, the teacher should pronounce the word, then spell it, saying each letter slowly and distinctly as she writes it on the board, or the words may be checked by the book. All papers should be checked later by the teacher.

Count as errors (1) any words misspelled, (2) any words written so poorly that they cannot be read, (3) any words that have been rewritten.

After the papers have been checked each pupil writes correctly on his paper the words which he has misspelled. These are to be given special attention in the review the next day, each pupil working on his own difficulties.

Friday: Final Test. Dictate all the words for the week, pronouncing the word, using it in a sentence, and pronouncing it again. Any word which has been spelled correctly every time by all pupils may be omitted from the test on Friday, if the teacher thinks wise. After the papers have been corrected, any word missed by a pupil on this final test should be written in his spelling notebook as a word to be studied and mastered. The teacher should check the words written in the notebook to see that all are spelled correctly.

2. TEST-STUDY METHOD

Monday: Attention to meaning and pronunciation, then pretest given. Pupils turn to the lesson for the week in their books and look at each word closely as the teacher pronounces it correctly and distinctly. The children pronounce the word after the teacher. Special attention is given to correct and distinct pronunciation by the pupils. Then they use in sentences those words about which there is any doubt as to the meaning.

After all words have been pronounced, the pupils close their books and the teacher dictates the words for the pupils to write. In doing this she pronounces the word, uses it in a sentence, and then pronounces it again. Pupils should understand that this test, before studying the words, is to determine just which words each pupil needs to study. Instruct pupils to leave a space blank, if they are uncertain about the spelling of a word. The papers may be checked according to the plans given under the Study-Test Method.

The teacher should have a notebook in which she has copied the words for the week. By the word, she should record the number of children missing it in the pretest. This can be done quickly by the showing of hands for each word missed.

After the papers are checked, each child should record in his spelling notebook the words he needs to study. The teacher should check this list to see that all words are spelled correctly. He also records his score on his record card.

Tuesday: Study Day. Each pupil studies the words he missed on Monday. Help them to use the plan, "Pupil's Guide for Studying Alone," as given on the next page. This is the time for the teacher to aid individual pupils with their difficulties. Pupils who did not miss any words on Monday are excused from this study today. They may use the period for reviewing words in the "Word Hospital" or "Words Missed in Written Work" or for enjoying library reading.

Wednesday: Second Test. All the children in the class are given the test, including those who did not miss any words on Monday. The teacher dictates all the words for the week without any further study by the children. Check these papers as on Monday.

Thursday: Study Day. Proceed as on Tuesday, using the words misspelled on the Wednesday test.

Friday: Final Test. Proceed as on Wednesday. This test is for the entire class. Any word in the week's list which has been spelled correctly by every pupil on the pretest and on Wednesday's test may be omitted from the final test if the teacher thinks wise. After papers have been checked each pupil writes in his spelling notebook the words misspelled on this test. They are his special words and he works for complete mastery of them. He also records his score on his record card.

3. ASSIGNMENT-TEST-STUDY METHOD*

Assignment Day: Monday. With books open to the lesson for the week, the words are related to the experiences of the children or grouped around a topic of interest. The children use the words freely so that as a result of the discussion each pupil should have a clear understanding of the meaning, use and pronunciation of the words and will realize that these are words which he will likely find need for in his writing.

Then the teacher writes one of the words on the board, pronouncing it correctly and distinctly, and having several pupils pronounce it. With the children carefully observing the word, the teacher spells it and calls attention to any part which is likely to prove difficult. Then the pupils spell the word. Next they close their eyes and try to visualize the word. Then they look at the word to see if they had the correct image. They may again close their eyes and think of the image of the word, saying the letters softly. Then they look at the word to verify the correctness of their spelling. Each word may be studied in this way. This preparation helps to give the child a clear recognition of the words to be written and to fix the correct spelling in his mind.

Test Days: Tuesday and Friday. The second day of the week is given over to the preliminary test to discover which words and parts of words each pupil needs to study. This test should be carried on as prescribed in the "Test-Study Method." The words missed by each child become his spelling lesson for the remainder of the week.

*Adapted from The Trabue-Stevens Speller, Row-Peterson Co., Evanston, Ill.

The last day of the week is given to the final test on all the words for the week. All the pupils in the class take this test. If any word was spelled correctly by all the pupils on the pretest it may be omitted on the final test. Each pupil should be encouraged to try to obtain a perfect score on the final test. After checking the papers the words misspelled are written by each pupil in his spelling notebook, as a word to be mastered immediately by his own efforts. He also records his score on his record card, and the teacher, with the help of a member of the class as "Class Record Keeper" records the score on the class record chart.

Study Days: Wednesday and Thursday. These are the days for each child to learn to spell correctly the words he missed on the preliminary test. They should study these under the direction of the teacher, using the steps in the "Pupil's Guide for Studying Alone."

D. PUPIL'S GUIDE FOR STUDYING ALONE*

The following steps are offered as a guide to the pupil in developing a rather systematic and efficient method of study:

Step 1. Look closely at the word and pronounce it (aloud, if at home) with a slight pause after each syllable.

Step 2. Think of a sentence in which you use the word.

Step 3. Look at the word again. Read the letters of the word softly to yourself, pausing slightly after each syllable.

Step 4. Close your eyes, or look away from the book and try to see the word letter by letter as you pronounce it in a whisper.

Step 5. When you have a clear picture of the word in mind, look at your book to see whether you saw it correctly or not. If you did not, then repeat these steps for the word again.

Step 6. Without looking at the book, write the word plainly and without stopping. Draw a line under any part of the word that is difficult for you.

Step 7. Check your writing of the word by your book. If you wrote the word incorrectly, repeat all the steps until you are able to write it correctly.

Step 8. Cover up what you have written and write the word again without looking at the book. Do this until you have written the word correctly three times. Never copy any misspelling in order to try to correct some special error.

Step 9. When you have studied all the words in this way, ask someone to pronounce the words to you—not in the order in the book. Write each word as soon as it is pronounced. If you hesitate on the word, underline it. Check your spellings by the book. Put a cross in front of each word that you misspelled. These words and the underlined ones should be studied further.

E. SOME ELEMENTS INVOLVED IN THE PRINCIPLES OF LEARNING

1. Give special attention to the fixation of correct initial impressions.
2. Give special attention to the correct pronunciation of the word.
3. Knowledge of meaning should always precede the spelling.
4. Give special attention to the difficult parts of a word.
5. Study the words singly or in columns rather than in sentences.
6. Watch the spelling in other phases of the school work, for the final test of ability to spell is found in the written work outside of the spelling class.
7. Watch carefully that the writing is legible and distinguishes between the letters that often appear somewhat similar.

*Adapted from "Spelling for Every-day Use"—Steadman, Garrison, Bixler, published by Smith, Hammond and Co., Atlanta, Ga.

8. Provide necessary reviews according to group and individual needs and word difficulties.
9. Present homonyms in their first presentation separately. They can well be reviewed together in dictation exercises.
10. Develop a few simple rules in harmony with the pupils' needs, vocabulary, and spelling ability.
11. Lay special emphasis upon a good study technique.
12. Develop the "dictionary habit" for looking up new spellings, meanings, pronunciations, etc.
13. Drill with attentive repetition.
14. Present words without diacritical marks or divisions of syllables.
15. Preliminary testing is helpful in revealing to the pupil the words he needs to study and to the teacher those which need special attention.
16. Make provision for mastering words missed in daily written work and ranking high on the check lists.
17. Occasional spelling matches using review words will give an added incentive for learning these words.
18. Study words of similar spellings that fall in the same grade in a group.
19. Investigate causes of poor spelling among the pupils, and try to find a remedy.
20. Use achievement tests both as a check on the pupils' learning, and as a check upon the teacher's teaching.

F. IMPORTANCE AND ORGANIZATION OF REVIEWS

Plans for effective teaching of spelling call for provision for the requisite reviews essential for fixing the correct spelling of words. All modern spelling texts and courses provide for reviews, determining the number of repetitions of a word in proportion to its difficulty and having the repetitions occur at intervals of increasing length. Some words have been found to require only one intensive period of study by most pupils, others had to be repeated two or more times. Exceptionally difficult words were found in which reviews had to be provided three or more times and such reviews had to be placed in three or more grades to insure final fixation of the correct form. Pupils neither learn nor retain the correct spelling of words with equal ease. The need for drill, and the extent and placement of words for review will depend largely upon (1) the frequency with which pupils use a word in written work; and (2) the degree of the word's spelling difficulty; and (3) the persistence of its spelling difficulty.

Review of Words on Pupil's Word Lists. Much attention will need to be given to review of the words on each individual pupil's "*two special lists of words most difficult for him*"—his demons. These are kept in his spelling notebook, and consist of (1) the words missed on the final test each week, and (2) the words missed in his written work in all subjects. Common errors in these lists may be tabulated and class instruction and testing given on them at the end of each month, and especially at the close of each half of the school term. Additional provision should be made for reviewing individual pupils on their special difficulties.

G. LENGTH OF PERIODS

Recent investigations regarding the amount of time allotted to spelling made by Ayres, Kyte, and others show weekly time allotments ranging from seventy-five to one hundred minutes per week in grades two to seven. Keeping in mind that the needs of the children should determine the amount of time to be given in a particular grade, seventy-five to one hun-

dred minutes per week may be accepted as the general practice of representative school systems at present.

H. INDIVIDUAL SPELLING NOTEBOOKS

One of the most important aids to be used in spelling instruction is the spelling notebook. It should be kept by each pupil in grades three to seven. A simple composition notebook is satisfactory. It is suggested that this spelling notebook be divided into three separate sections. The first section, headed "Words to Study" would include about twenty pages on which are to be recorded the words misspelled on the first test (pretest) each week. By ruling a line down the center of each page, a column is provided for the words missed on the first test. This test may be written on a sheet of paper or in a spelling pad, then the words misspelled are written in the spelling notebook. These are the words to be studied and drilled upon so that they will be known when the final test comes later in the week. The teacher should see that they are spelled correctly in the notebook.

The second section of the notebook may be named "Word Hospital" and in it would be written the words misspelled on the final test each week. This test may be taken on a sheet of paper or on a pad. After the words have been corrected, those misspelled should be recorded in the spelling notebook. These are each child's "special spelling demons" and complete mastery of these words is the goal. Each child should feel and accept the responsibility of studying and learning these words. A particular time should be set aside for assisting the children individually, many plans used, and credit given when words are dismissed from the hospital. Every month or six weeks, tests on these words should be given. When a word has been spelled correctly on three different tests or in written work, it may be dismissed from the hospital. This may be indicated by placing a capital "D" by the word, or a check mark. If, however, later on one of these words is spelled incorrectly, it should be returned to the "Word Hospital" for further study.

In the third section of the notebook would be recorded: (a) all the words misspelled in personal letters, compositions and written work in all subjects, under the heading, "Words Missed in My Written Work," and (b) the list of supplementary words the children in the class decide to learn because they find that they need these words often in their written work. This list could be called "Special Words We Need." The words in the third section of the notebook should be arranged alphabetically, each list kept separately. Pages may be ruled into two columns and a letter of the alphabet placed at the left margin of each page. These words are for constant reference. Every time the same word is missed in written work, a line drawn under this word in the spelling notebook will direct attention to it.

Some teachers arrange the spelling notebook so that all tests are written in it, but it seems a better plan to record only the words misspelled on the first and final tests each week in the notebook and to use a spelling pad or sheets of paper for taking all tests during the week.

Especially prepared individual notebooks which may be purchased:

1. The Laidlaw Test and Exercise Book in Spelling—Laidlaw. For use with the McCall Speller.
2. The Individual Spelling Notebook—Smith.
3. Pupils' Spelling Notebook—Row.
4. My Record Spelling Tablet—Lippincott.

I. PROGRESS CHARTS AND GRAPHS

Keeping a record of his progress stimulates and increases a child's interest in his spelling. The individual progress chart emphasizes improving one's own record, and working to reach the goal of a perfect score, as it shows the pupil's progress through the year. It is recommended that this chart be kept by each pupil in grades three to seven. "Record Cards" for this purpose are available without cost for use with the McCall Speller. Full directions are given on the cards for keeping the record.

Class progress charts aid in making spelling a class problem, and thus stimulate each member to coöperate in working for a perfect score. They also provide the teacher and principal with a graphic means of analyzing the progress of the class. The McCall Speller gives the following instructions for keeping this class record: "The teacher can draw on the black-board (or on a large piece of cardboard) a record blank exactly like the one which is used in her grade by each pupil. Instead of making individual scores in the squares for the first and final tests each week, she would mark the average of the scores of the whole class. These first and final test scores should be marked in the same way as they are on the individual pupil's Record Card. Such a record shows the weekly progress of the class as a whole and is an incentive to each child to make his own score contribute to a high class score."

Use of the Dictionary

One of the important results to be obtained in the modern spelling course is the habit of using the dictionary whenever a word is needed whose pronunciation, spelling, or meaning is not definitely known. A knowledge of the method of gaining access to the wealth of materials present in a good modern dictionary and the desire and the ability to make use of this information when one is in doubt as to the spelling, syllabication, meaning, use, or pronunciation of a word are invaluable aids to progress in spelling. Our purpose should be to explain and demonstrate the use of the dictionary so that no pupil will be in doubt about this and then to provide opportunity for such thorough practice under careful supervision that pupils will acquire skill in using it effectively. Modern spellers give exercises and suggestions to guide teachers in this work. The grades where these different types of exercises should be introduced are discussed in connection with the spelling course of study as it applies to the different grades. Suggestions are also given in the language course of study in the discussion of vocabulary building.

Relation to Other Subjects

The realization by teachers and pupils that spelling, as one of the language arts, is a means needed in expressing one's thoughts, is essential from the very beginning of the course. In order to bring about this realization, the child must have enriched experiences (thus having something to tell about) and a desire to tell about these experiences because he believes they are worth expressing.

Then the teacher's task is to encourage the child's efforts and pleasure in effective communication of his ideas. He will be led to see that effective written work in every field is dependent upon accuracy in spelling and hence out of this felt need the desire to spell correctly in all written work

may be aroused, and conscious acceptance of this responsibility gradually built up.

In order for the child to establish the habit of accuracy in spelling, he must give attention to the correct spelling of words in written work in all subjects and unit studies. As suggested elsewhere, a section of the pupil's spelling notebook should be reserved for "Words Missed in My Written Work." These should be arranged alphabetically, constantly referred to, and plans made for studying them.

Teachers and pupils together can build up a list of words related to the activity, subject, or unit study being worked out which they think will be needed in written work and which are not included in the basal spelling course for the grade. The most widely used of these words, as a supplementary list, may be alphabetically arranged in the spelling notebook for reference, and some of the stronger pupils encouraged to master them.

Measurement of Results in Spelling

The need for some instrument for determining the spelling efficiency of individual pupils or of groups of individuals, and for making comparisons between individuals or groups has led to much work in the field of testing. The two main values for spelling scales for the teacher are:

1. They provide a list of common words having known degrees of difficulty.
2. They provide scores (norms) which give the spelling ability of the different grade pupils over the country for the various words of the test.

Some of the most widely used scales are listed in the bibliography.

While the standardized tests and scales do not measure the actual progress of the group of pupils, the teacher can construct from these scales, tests which will do so. Probably the greatest value of the spelling scales lies in their use as a source or guide in aiding the teacher to devise a more scientific program for measuring the results of her teaching, or diagnosing student difficulties, or comparing her group with other groups. In selecting words for a spelling test, as a rule the teacher will find that the words ordinarily spelled by 70 to 75 per cent. of the pupils in the grade to be tested are quite satisfactory. The words should not be too easy, or else some of the pupils will spell all of them. On the other hand, the words should not be too difficult, for the opposite reason. Twenty words will make a good test for the pupils.

Some questions that might be answered from the spelling tests will be considered further in connection with *Diagnosis and Remedial Treatment of Spelling Needs*. These, along with other questions, are here presented as follows: How does this grade compare with other classes of the same grade? What improvement should be expected during the year? What is the educational classification of each of the pupils in the grade? How do the individual pupils in this grade compare in spelling ability with children in lower and higher grades? What overlapping is there between grades?

Diagnosis and Remedial Treatment of Spelling Needs

There are two phases of the problem of the diagnosis of spelling difficulties. The first phase of this might be considered more as a survey of the general spelling situation, and in the light of the results obtained,

making an analysis of the conditions. The following questions and analysis as given by Garrison and Garrison* will aid in group diagnosis:

"The first step in the diagnosis of spelling difficulties is to find how the individual or individuals compare with children in general. For this purpose it is necessary to secure measures on a standardized spelling test. A good intelligence test also should be used. The following questions, answers to which will aid in diagnosis, should be answered in the light of the test results for the group as a whole:

1. Is the median of the grade up to the standard?
 - a. Is a large majority below the norm for the grade?
 - b. Is a large majority above the norm for the grade?
2. How does spelling achievement compare with mental ability?
 - a. Is spelling achievement below mental ability rating?
 - b. Is spelling achievement above mental ability rating?
3. Are the pupils correctly classified according to age?
 - a. Are there many over-age students in the grade?
 - b. Are there many under-age students in the grade?"

By means of these comparisons the teacher should be able to make further analysis of the difficulties of those pupils falling far below the average in spelling achievement. When there is a general group inability, the general cause of this should be sought. Such factors as the following are often responsible for a general spelling difficulty:

Poor methods of teaching; lack of coöperation on the part of other teachers, in the case of departmental teaching; poor early training in habits of study for the group as a whole.

Once the trouble is ascertained the teacher can then direct her effort towards remedying the condition. Proper presentation of words, proper checking and drills, and above all proper motivation will tend to remedy most group difficulties.

When the group disability has been ascertained and remedied, or in case the group compares favorably with other groups, with their other work, or with their general ability, then the remedial work becomes more of an individual matter. The individual cases falling low on the spelling scale should be studied and analyzed as to the difficulties involved. This is the second phase of the problem of diagnosis and remedial work. The two primary causes of bad spelling are *negligence* on the part of the pupil and *inability* to spell. Negligence is synonymous with poor habits or poor attitudes toward the spelling work. This, of course, is directly related to the method of presenting words. Proper presentation should ever be emphasized, for this makes for accurate observation on the part of the pupil. Proper study habits, the development of a spelling consciousness, a realization of the social motive, and careful checking on the part of the pupil for errors, are aids in the prevention of wrong habit formation. A more detailed classification of the causes of spelling difficulties follows:

- a. Poor memory (visual or auditory)
- b. Sensory deficiencies (poor vision, etc.)
- c. Poor motor coördination (speech defects, writing defects, etc.)
- d. Inferior learning capacity
- e. Poor observation
- f. Nervous instability
- g. Lack of interest
- h. Poor study habits
- i. Improper pronunciation
- j. Vocabulary difficulty
- k. Poor spelling consciousness

*Garrison, S. C., and Garrison, K. C. *Psychology of Elementary School Subjects*. Johnson Publishing Co., 1929. pp. 395.

After the teacher has ascertained the cause for poor achievement in spelling, the case should next receive treatment to clarify if possible the difficulty existing. Instruction should ever be based on the needs of the pupil. If poor achievement is due to poor pronunciation in general, then there should be further training in clear and distinct pronunciation of each syllable in a word. For purposes of diagnosis, and motivation, records should be kept over a period of years.

FIRST GRADE

Writing Words as Needed

After children have acquired a considerable reading vocabulary, and have had occasion many times to come in contact with words and sentences read or chosen by them and written by the teacher and later on written (copied) by them in connection with group and class activities, they gain the notion that there is a correct way to write a word. In this way, words are written in response to a need. Since the same words are met over and over, the forms of many of the simplest words unconsciously become fixed with the children. Then, if the school so desires, during the last two or three months of the term, attention may be given to regular work in spelling with efforts made to fix the forms of certain simple words common to a child's written vocabulary.

Early in their school career, children have the desire and the need to write. Long before children enter school they pretend they are writing, imitating the activities of those about them. It gives them real pleasure to be able to write something that others can read. This desire should be utilized by the teacher whenever the opportunity arises, for not only is she satisfying a social need, but here also arises the recognition that there is a right and a wrong way to write words.

Writing and the building up of the notion of the correct form of a word are so closely associated in the beginning that one can scarcely be mentioned without involving the other. When the child has need for writing a word, then attention is to be given to the form. His writing will be largely copying and using a visual image. In doing both of these, there will be occasion to call his attention to the correct form of the word from time to time. From this will grow the consciousness that there is a right and a wrong sequence of letters.

In helping a child to improve his form in writing, the teacher will have occasion to call a letter by its name, and the child in this way will learn many of the letter names. It is not necessary that the direct teaching of these be done until the more formal study of spelling is undertaken. During the last two or three months of the term is early enough to make sure that the names of the letters are known. The first grade teacher is concerned with helping children grasp quickly "reading wholes" and undue emphasis on single letters will hinder this ability, if spelling is begun too early.

Suggested Experiences and Activities

Until the need for writing is felt by a child there is very little motive for learning to spell; therefore situations should arise that make the child desire to express his ideas in writing and hence desire to learn to write and spell.

Situations which may arise and will call for the correct writing of words in the first grade are:

1. Writing simple invitations to other classes, parents, principals, supervisors, etc., to attend some class activity as a party, play, assembly, a finished unit of work, etc. Example: "Come to see us Friday at 12:00 o'clock." First Grade.
2. Accepting invitations. Example: "We will be glad to come." First Grade.
3. Writing simple letters expressing thanks.
4. Writing greetings for Christmas, Valentines, Easter, birthdays, etc.
5. Making labels.
6. Writing news items for the bulletin board. Example: The child brings to school the picture of a dog. He writes this item to place under the picture on the bulletin board: "This is Dan."
7. Printing directions and signs.
8. Posting names of members of committees.
9. Making weather records.
10. Making scrap books and writing titles under pictures.
11. Making booklets.
12. Keeping health records.
13. Writing letters to mother on "Mother's Day."
14. Writing titles to pictures drawn.

Outcomes and Attitudes

The attention given to correct word forms in this grade should help:

1. To develop the desire to express oneself in writing.
2. To develop the idea that there is a correct way to write a word.
3. To develop the desire to write a word correctly.
4. To make a beginning of verifying correctness of spelling by referring to means within the child's ability.
5. To develop the ability to write (copying) those words which the child may use in the activities which may call for writing.
6. To develop the idea that letters have names and that knowing the names in order in the word helps to write the word correctly.

Suggested Word List

The following list of words, selected from the McCall Speller and checked against the Gates list* are given as words which the children will likely need. If regular spelling work is carried on during the last few months of the first grade, words selected from this list may be taught, or words from the children's experiences and interests, checked against the Ayres, Horn, Kircher or Gates lists may be used.

the	for	our	run	him	by
I	be	man	your	has	may
is	all	come	had	girl	not
to	see	get	give	four	dog
in	go	two	mother	us	say
you	at	his	home	them	was
he	we	are	made	who	work
on	it	her	eat	an	out
no	me	play	they	did	hand
make	of	day	old	from	book
one	my	have	she	stop	baby
do	boy	big	am	tree	milk
				new	look

Plans for Teaching Words

If there is a formal spelling period during the latter part of the first grade, the plan for teaching the words given in detail in the second grade outline under the heading "Studying With the Teacher" should be fol-

*Gates: A Reading Vocabulary for the Primary Grades. Teachers College, Bureau of Publications, New York City. 1926.

lowed. Be sure that the names of the letters are known before beginning the regular work in teaching spelling. It is suggested that only one or two new words be presented each day.

If there is a formal spelling period in the first grade, 10 or 15 minutes per day should be given during the last two or three months. From 50 to 75 minutes per week is usually given.

SECOND GRADE

State Adopted Text: The McCall Speller, pages 2-10.

Objectives

1. To develop the desire to express oneself in writing.
2. To develop the desire to write a word correctly.
3. To develop the habit of verifying correctness of spelling by referring to sources within the child's ability.
4. To develop the habit of checking all written work for misspelled words.
5. To develop the ability to write correctly those words which the child may use in the activities which call for writing.
6. To develop pride in spelling every word correctly.
7. To develop the habit of correct pronunciation.
8. To develop the ability to study words effectively with the teacher, gaining power to use the steps in a plan for learning to spell a word.

Content

Modern spelling texts give a scientifically selected basal list of words for each grade. The word lists for the second grade in the McCall Speller—the State adopted text—are given on pages two to ten, and the lesson units include fifteen new words each week except every fourth week, when the lesson consists of twenty review words. To these lists should be added other words for which the children have found frequent need in any written work they may do. Suggestions for the use of these supplementary lists are given in this course on page 225. The children should know the letters of the alphabet in order sometime before the end of the second grade.

Methods of Instruction

A. STUDYING WITH THE TEACHER

The mastery of a writing vocabulary is a learning process and not merely a testing process. Pupils of the second grade should not be expected to do much independent study. The teacher should study with the pupils and teach them how to study. In teaching the words for the week it is suggested that three new words be taught each day for the first four days of the week. A group of four or more words of similarity of spelling would, of course, be taught together, thus leaving more time for the difficult words of the week. Each day review the words taught the previous day. Then on Friday dictate all the words for the week.

The following plan for teaching a word is suggested:

1. If the need of the word has been developed through an activity, further motivation is not necessary. If the word is taken from a list, it should be connected in a very live way with the active life of the child.
2. The teacher pronounces the word correctly and distinctly, writing it on the board as she pronounces it.
3. The teacher then uses the word in a sentence. Then she calls on different children to give a sentence using the word, or asks a question, the answer to which will necessitate the use of the word.
4. The teacher erases the word, pronounces it, and writes it again, calling attention to the writing of the word; e.g., "The first letter is tall but the others are all the same height," "The 'g' goes below the line," "Be sure to swing from the top of the 'o'," "We must not stop after each letter, but write until the whole word is written," etc. In teaching long words, give attention to the parts of the word. For example: *going* would be written on the board, attention called to "go," then to "ing," and to joining the "o" and "i," and then again to the word as a whole.
5. The children spell the word softly with their eyes closed. Then they open their eyes and check with the written form on the board.
6. Then erase the word and have each child write it at the board or on a piece of paper. Help a child who has difficulty. Then the teacher writes the word on the board and the children check their writing by it. Repeat this three times. When the teacher has learned what parts of the word are most difficult for the children to write, she writes the word again on the blackboard, calling special attention to how these difficult parts are written. If necessary, give the needed practice in writing the difficult letters, before having the word rewritten. The blackboard should be used wholly until writing habits have been fairly well established, and should be used freely at all times. Groups may take turns, if there is not room for all, passing quickly to the board, writing the word, verifying, writing again if necessary and going speedily back to their seats. Those at their seats may write it in the air or be ready to give helpful suggestions.
7. Proceed to the next word in like manner.
8. Review the words taught the day before by writing them one at a time on the board. Have the children close their eyes and spell the word softly. They should check their spelling by looking at the word on the board. Then have pupils write the word on the board or on practice paper, and check by the written form on the board. Then take up the practice paper.
9. Give each child a uniform piece of paper for the dictation. Erase all words from the board and dictate the new and review words. Pronounce the word distinctly, give a sentence using it and pronounce it again.
10. The teacher corrects the pupils' papers in order to learn which defects to remedy and which words to reteach or review. Analyze the children's difficulties and work individually with them, helping each pupil to correct his errors, and guiding him as he studies the word again. Be sure that he uses "the steps" in the plan for teaching a word. It encourages the children to take their Friday written work home, to show what they have accomplished during the week.
11. On Friday, dictate all the words taught during the week. Pupils missing words on Friday should be given individual attention in mastering their difficulties. The teacher should keep a list of the words missed on Friday in her notebook. These are the important words to review.

The task of learning and teaching spelling does not begin and end with the spelling period. There should be provided many opportunities during the pupil's school day, week, or month to use the words in context. These

opportunities may take the place of those dictation sentences and paragraphs so frequently advocated. Available research indicates that column dictation is more effective in testing spelling than paragraph or sentence dictation.

B. REVIEWS

The present-day spelling texts designate the reviews. They usually provide more systematic reviews than can be planned by a teacher and should be carefully carried out. In the McCall Speller the words for every fourth week are review words. In addition to this review give each month a review on the words missed on the Friday test each week.

At the end of the semester, review (1) all words missed on the Friday tests that were given as monthly review words, and (2) all words missed in the written work that ranked high on some such lists as the Ayres, Iowa, or Gates list.

Attention to Penmanship Difficulties

Pupils may need to be taught how to form letters and how to combine them into words. If they have penmanship difficulties, the teacher should let them watch her write the words often, calling attention to the way in which the letters are formed. These should be written by the teacher on the blackboard and also on the child's own paper. Help the child to form a visual image of the word.

Suggested Life Activities

Some life activities that may arise that will call for a knowledge of spelling in the second grade are:

1. Writing simple invitations and acceptances.
2. Writing simple notes of thanks.
3. Writing notes of appreciation, as of an assembly program.
4. Writing greetings for Christmas, Valentines, Easter, birthdays, Mother's Day, etc.
5. Making labels.
6. Writing news items for the bulletin board.
7. Writing directions and signs.
8. Posting names of members of committees.
9. Making weather records.
10. Making booklets.
11. Writing programs for class events.
12. Keeping health records.
13. Writing letters to absent classmates, parents, or to a child who has moved away.
14. Writing titles to pictures drawn.
15. Menus for various occasions.
16. Original stories, plays, and poems.
17. Writing requests.
18. Lists of things needed for a dramatization.

Time Allotment

The amount of time usually given to spelling ranges from 75 to 100 minutes per week.

THIRD GRADE

State Adopted Text: The McCall Speller, pages 12-20.

Objectives

The general objectives of the course should be kept in mind, with the following specific aims given special attention:

1. To develop the ability to spell correctly all the words listed for the third grade.
2. To develop the habit of using and pronouncing correctly the words in the list for the grade and also the additional words.
3. To develop the habit of using an economical and effective method of independent study in spelling.
4. To develop the habit of checking all written work for misspelled words.
5. To develop the habit of verifying correctness of spelling by referring to all available tools or sources within the child's ability.
6. To develop pride in spelling every word correctly—to be satisfied only with correct spelling, and annoyed by incorrect spelling.
7. To develop the ability to know when a word is spelled incorrectly.
8. To master the two lists of words kept in his spelling notebook: (1) all words missed on the final test each week, and (2) all words missed in written work.
9. To develop the ability to write the alphabet and arrange familiar words in alphabetical order according to the first letter.
10. To create a desire to increase his own writing vocabulary.
11. To encourage each child to record and check his progress.

Content

A review of the difficult words of the list for the second grade is needed at the beginning of the term. The columns of review words for every fourth week given in the second grade list could be used for this study.

The word lists for the third grade in the McCall Speller—the State adopted text—are given on pages twelve to twenty. The lesson units include twenty new words each week except every fourth week when twenty-five review words are given. In addition, words for which the children have found frequent need in any written work they may do should be used as a supplementary list. These words should be checked by a reliable word list such as the Ayres, the Iowa, or the Gates. Suggestions for the use of these supplementary lists are given in this course on page 225.

Methods of Instruction

A. TEACHING PUPILS HOW TO STUDY WITH THE TEACHER

Teachers should read carefully the course for the second grade, especially the "Method of Instruction."

If the work of the second grade has been thoroughly mastered, as outlined in this course, the children will know how to study with the teacher. It is recommended that the plan for studying with the teacher, as given for the second grade be followed for the first two weeks of school, to give pupils an understanding of the steps in learning to spell a word and to insure fixing the correct forms of the words studied.

B. TEACHING PUPILS HOW TO STUDY BY THEMSELVES

For each pupil to learn an effective method of studying a word, and to establish the habit of using this method, is one of the most important

objectives of the spelling course. The teacher should study words with the class following the plan given below. Then, the pupils may be given this "set of steps" as a silent reading lesson from the board. Several words should be used for illustrating the steps. Be sure each step is clearly understood and carried out.

HOW TO STUDY A WORD

1. Look at the word and say it softly.
2. Look closely at the word to see if any part is hard for you.
3. Look at the word and say the letters softly.
4. Close your eyes, try to see the word, and say the letters softly.
5. Open your eyes and see if you had it right. If you did not have it right, do steps one to four again. Be sure you have it right.
6. Write the word and say the letters softly as you write. Look at the book if you need to.
7. Cover the word on your paper. Now write the word without looking at your book.
8. Look at the book to see if it is right. Write the word three times in the same way. Make sure you have it right.

Throughout the year, the children should constantly use these steps. Finally, the habit of thus studying a word will be established.

C. METHODS FOR TEACHING THE LESSONS FOR A WEEK

Two methods of conducting the week's spelling lessons are commonly used. These are the Study-Test and the Test-Study Methods. Various adaptations of these two methods are being made and it is likely that there should be variations for the different grades. For the third grade, it should be kept in mind that the pupil cannot be left upon his own resources to find some specific method of work and study. For this reason, it is suggested that such a method be used that will direct pupils in their work and guide them in the formation of proper study habits.

Some modern spelling texts recommend the study-test method for the third grade, or suggest a variation of the test-study method such as the assignment-test-study method. In the McCall Speller, the State adopted text, the test-study method is suggested, with attention to meaning, pronunciation and any difficult parts of the words before the pretest is given.

It is recommended that the study-test or the assignment-test-study method be used at least for the first part of the year in the third grade, in order to direct pupils in their work, teach them an effective plan for learning to spell words, and develop the habit of using this plan independently.

All three methods are here described, so that teachers may understand them and see how the essential aims of instruction in spelling are to be carried out. The method to be used should be carefully and consistently followed.

1. STUDY-TEST METHOD

First Four Days of the Week: Learning the Words. Teach about five new words each day during the first four days. A group of words of similarity of spelling would be taught together, thus leaving more time for the difficult words of the week. In presenting a word, the teacher should pronounce the word correctly and distinctly, writing it on the board as she pronounces it, or pupils may look at it in their books. When a word has more than one syllable, pronounce the word with a slight pause after each syllable. Have several pupils pronounce the word, then the class may pronounce it softly in concert. Present each word in this way.

Relate the words to the children's experiences, having them used in sentences, and making sure that the meaning and pronunciation are clear to all. After all words have been presented, study each word with the pupils according to the steps given under "Teaching Pupils How to Study by Themselves," on page 241 of this course. Review each day the words taught the previous day, analyzing the children's difficulties, and giving attention to their individual needs.

After all words have been studied, the pupils close their books, and the teacher erases the words from the board or draws a shade over them. Pupils prepare papers for the written lesson by writing their names at the top of the paper, and the figures 1, 2, 3 and so on down the left edge of the paper. Then the teacher dictates all the words (new and review) for the day. She pronounces the word, uses it in a sentence, and pronounces it again.

The children may correct their own papers, exchange papers, or the teacher may check them after school, writing the correct form by each misspelled word. When the children check their own or each other's papers, the teacher should pronounce the word, then spell it, saying each letter slowly and distinctly as she writes it on the board. Call attention to the errors that may probably occur, as "Be sure there are two t's," "Notice that it is *ar*," etc. All the papers should be checked by the teacher later.

Count as errors: (1) any words misspelled; (2) any words written so poorly that they cannot be read, for example: *yow* for *you*; *m* for *n*; *a* for *o*; *t's* not crossed; (3) any words that have been rewritten.

After the papers have been checked each pupil writes correctly on his paper the words which he has misspelled. These are the words to be given special attention in the review the next day, each pupil understanding and working on his own difficulties.

The teacher should have a notebook in which she has copied the words for the week. By each word, she should record the number of children missing it. This can be done quickly by the showing of hands for each word missed.

Friday: Final Test. Dictate all the words for the week, pronouncing the word, using it in a sentence, and pronouncing it again. Any word which has been spelled correctly every day by all pupils may be omitted from the test on Friday, if the teacher thinks it wise. After the papers have been corrected, any word missed by a pupil on this final test should be written in his spelling notebook in the "Word Hospital" section as a word to be studied and mastered. The teacher should check this list to see that all words are spelled correctly. Suggestions for keeping the spelling notebook are given on page 232. Each child also records his own score on his record card.

Every Fourth Week: Reviews. Since, in the McCall Speller, the lesson consists of twenty-five review words every fourth week, six of these can be taught each day for the first four days, then the test on all of them given on Friday. Work for mastery by all pupils. Any word missed on the Friday test should be written by the pupils in their spelling notebooks in the "Word Hospital" section. Children also record their scores on their record cards. Another plan would be to teach twelve or thirteen words each day for the first two days in the week, and have the test on all of

them on Wednesday. Then, the last two days of the week could be given to studying and testing pupils on the two individual lists of words kept in their spelling notebooks: (1) those in the "Word Hospital" and (2) "Words Missed in my Written Work."

2. TEST-STUDY METHOD

Monday: Attention to Meaning and Pronunciation, Then Pretest Given. Pupils turn to the new lesson for the week in the book, or look at the list of words written on the board. The teacher pronounces each word correctly and distinctly, pausing slightly after each syllable. Individual children should be called on to pronounce the word. Then the pupils may pronounce the word in concert, softly, after the teacher. If there is any doubt as to the meaning, the teacher should use the word orally in a sentence, and have pupils do so. Attention should also be given to any difficult parts of the words.

After all of the words have been pronounced and the meaning made clear, the pupils close their books and the teacher erases the words from the board or draws a shade over them.

Pupils prepare papers for the written test by writing their names at the top of the paper and writing the figures 1, 2, 3 and so on down the left edge of the paper.

The teacher pronounces a word, uses it in a sentence, and then pronounces it again. The pupils write the word. If a child is sure he does not know how to spell the word, he may leave the space blank.

The children may exchange papers for correction or each pupil may correct his own. Follow the suggestions for correction of papers given under the Study-Test Method.

The teacher should have a notebook in which she has copied the words for the week. By each word, she should record the number of children missing it, in the pretest. This can be done quickly by the showing of hands for each word missed.

After the papers are checked, each child should record in his spelling notebook the words he needs to study. The teacher should check this list to see that all words are spelled correctly.

Each child records his own score on his record card which is furnished free with the McCall Speller.

Tuesday: Teaching Words Missed. Tuesday should be teaching day for teaching the words missed to the ones missing them. Third grade children should not be expected to do much independent study at first; therefore this period should be conducted by the teacher. In teaching these words, follow the plan given under "B. Teaching Pupils How to Study by Themselves," in the course for this grade, or the method suggested on pages XII and XIII of the McCall Speller. Children who did not miss any words in the pretest are excused from this study. It is suggested that they use the period for reviewing words in the "Word Hospital," or "Words Missed in Written Work," or for library reading.

Wednesday: Second Test. Children prepare papers as on Monday. The teacher dictates the words to the entire class without any further study on part of the children. These papers should be checked as on Monday. The teacher records in her notebook the number of children missing each word, and the children, opening their notebooks to the list of words missed

on Monday, underscore those missed again on this test, and add any additional words missed today.

Thursday: Teaching the Words Missed. Proceed as on Tuesday, using the words misspelled on the Wednesday test.

Friday: Final Test. Children prepare papers as on Monday. The teacher dictates the words to the entire class. Check papers as on Monday, and have each pupil record the results, both on his record card and in his spelling notebook. The teacher records the results in her notebook and on the record chart for the class.

3. ASSIGNMENT-TEST-STUDY METHOD

Monday: Presenting the Words. This may easily be the most important day of the week, both in its effect upon the pupil's desire to learn, and in helping to fix the correct spelling of the words.

As the words for the week are related to the children's experiences or grouped around interesting topics there should be a free discussion by the children, in order that the teacher may observe and correct any errors in the pupils' pronunciations or uses of the words. The teacher may ask appropriate questions which will require the use of these words in the children's answers. Attention is now given to the study of each word. The teacher pronounces the word correctly, writing it on the board as she pronounces it, or pupils may look at it in their books. Pupils look at word and say it softly. Attention is called to any difficult part of the word as pupils look closely at it. Pupils look at word and say letters softly. Pupils close their eyes and try to see the word, saying the letters softly. Then they open their eyes and see if they had the correct image.

Tuesday: Preliminary Test Day. The second day of the week, the first test on the words is given to all pupils to discover which words each pupil needs to study. The suggestions for dictating the words, given under the Test-Study Method, should be followed. When the papers have been checked, each pupil should record in his spelling notebook the correct form of each word missed on the test. He should also record his score on his record card. This list of words, missed on this first test, is the list which he needs to study and becomes his spelling assignment for the remainder of the week.

Wednesday and Thursday: Study Days. Each child should study intensively under the guidance of the teacher the words he missed on Tuesday. The plan given under "Teaching Pupils How to Study by Themselves" should be followed. Pupils who did not miss any words in the Tuesday test are excused from study on these days. They may use this time for studying the "Words Missed in my Written Work" or the words in their "Word Hospital," or for enjoying library reading.

Friday: Final Test. All members of the class are given a test on the entire list of words for the week. If any word was spelled correctly by every child on the first test (Tuesday) it may be omitted from the final test, if the teacher thinks it wise. Any word missed by a pupil on the final test should be recorded at once in his spelling notebook, in the "Word Hospital" section, as a word to be mastered immediately by his own efforts. Each pupil should keep a graphic record of the number of errors made on this final test, and some member of the class, appointed for a certain period as Class Record Keeper, should help the teacher calculate the class

record and enter it on the large record graph for the class, which should be kept posted on the bulletin board or in some other conspicuous place. Each pupil should be encouraged to try always to obtain a perfect score in the final test, and the class as a whole should try as often as possible to have a final test record of no errors by any pupil.

If any word is missed on the final test by more than one-fourth of the class, it should at once be added to the review list for the following week.

D. REVIEWS

The present-day spellers provide systematic reviews which should be carefully followed. From them the teacher should tabulate the most frequent errors. In the McCall Speller, every fourth week's work consists of review words. To miss one of these words is serious. Provide time for mastery of them.

The two lists kept in the spelling notebook, (1) words in the "Word Hospital" and (2) "Words Missed in My Written Work," should be given individual attention. The teacher should then conduct learning and testing periods on the list of most frequently misspelled words.

Individual Spelling Notebook and Record Charts

These are a most important aid in learning to spell effectively, and should be kept by every child. Suggestions and plans for the notebook are given in this course on page 232. A simple composition book may be used or one of the especially prepared notebooks purchased. There is one prepared for use with the McCall Speller.

Individual record charts and class charts show the child his progress and are a valuable aid for improving individual and class scores. Full directions for keeping these are given in the McCall Speller.

Attention to Penmanship Difficulties

A number of spelling errors are caused by poor writing; therefore special attention should be given the penmanship difficulties. It is well for the teacher to write the difficult words, both on the blackboard and on the child's own paper.

Suggested Life Activities

Some life activities that may arise that will call for a knowledge of spelling in the third grade are:

1. Writing simple invitations and acceptances.
2. Writing simple notes of thanks.
3. Writing notes of appreciation, as of an assembly program.
4. Writing greetings for Christmas, Valentines, Easter, birthdays, Mother's Day, etc.
5. Making labels.
6. Writing news items for the bulletin board.
7. Writing directions and signs.
8. Posting names of members of committees.
9. Making weather records.
10. Making booklets.
11. Writing programs for class events.
12. Keeping health records.
13. Writing letters to absent classmates, parents, or to a child who has moved away.
14. Writing titles to pictures drawn.

15. Menus for various occasions.
16. Original stories, plays and poems.
17. Writing requests.
18. Lists of things needed for a dramatization.
19. News items.
20. Library reports.
21. Minutes for class meeting.
22. Making a yearbook.

Suggested Time Allotment

The amount of time usually given to spelling ranges from 75 to 100 minutes per week.

FOURTH GRADE

State Adopted Text: McCall Speller, Pages 22-40.

Objectives

The objectives of the course in spelling as already set forth should be kept in mind throughout the year. In working for the accomplishment of these in the fourth grade the aims given emphasis in the second and third grades should lay the foundation for earnest efforts along the following lines:

1. To develop the ability to spell correctly all the words commonly needed in written work.
2. To develop the meaning and correct use of words to be written.
3. To further the desire and ability to pronounce words distinctly and correctly.
4. To develop a strong desire to write without errors in spelling.
5. To establish very definite habits of study with a plan for learning to spell words used systematically and independently.
6. To establish the habit of checking all written work for misspelled words.
7. Strengthening the ability to recognize almost instantly the correct or incorrect spelling of words.
8. To make a beginning in using the dictionary for spelling, pronunciation, and meaning.

Content

A. REVIEW WORK

The most difficult words of the third grade list should be reviewed as the spelling work for the beginning of the term or be included with the new words during the first month or two of the course in this grade. The columns of review words for every fourth week given in the third grade work in the McCall Speller could be used for this review, or a list of words composed of those in the "Word Hospital" section of the spelling notebooks kept by the children when in the third grade would be very valuable for this purpose as it consists of the words these children found most difficult.

B. NEW WORK

1. *Word Lists.* The list which should receive first consideration is the basal list of the spelling text. The lesson units for the fourth grade in the McCall Speller include twenty-two new words each week except every fourth week when twenty-five review words are given.

The supplementary list would include (1) words missed in the written work and (2) those which the children need frequently. This list may be checked against some of the standard lists already mentioned. The words missed on the written work should ever receive attention.

The additional words for the fourth grade given on page 40 of the McCall Speller are taken from an eighth grade list which has been included as part of a seven-year course. These words should not be studied by any pupil until he has first learned to spell the basal words of the grade.

2. *Special Study Exercises.* Beginning with the fourth grade, special study exercises relating definitely to the words on the opposite page, and to be studied in connection with them are given in the McCall Speller. They include: (1) "Aids to Spelling" which point out the peculiarities of certain words, give a systematic study in the formation of inflected words, provide training in the use of the dictionary, and state the more common rules of syllabication; (2) "Study Exercises" which give the pupil practice in working out the rules that he has learned regarding the derivation of words, the use of the dictionary, and syllabication. The study exercise for each fourth week consists of a "Dictation Review" which gives special attention to (a) homonyms, (b) words whose part of speech and meaning are determined by their accent, such as im'-port and import', and (c) words with a degree of difficulty of over forty per cent.

3. *Introducing the Use of the Dictionary.* Use the exercises given in the McCall Speller, including in the work the following:

- a. Teach arrangement of words in alphabetical order according to the first letter.
- b. Give practice in opening the dictionary to the different word lists.
- c. Teach use of guide words at the top of the dictionary page.
- d. Provide opportunity as the need arises for finding the spelling of a word desired in written work by a pupil, and for verifying the spelling of a word about which he is in doubt.
- e. Toward the end of the year, give a small amount of carefully supervised work to learn the pronunciation of a few words and the meaning of a few carefully selected words.

Methods

The teacher should bear in mind that she is dealing with immature individuals, and time should be spent at the beginning of the term showing pupils how to study, using "D—Pupil's Guide for Studying Alone," under Methods and Suggestions for Teaching Spelling in this course or as given in the McCall Speller, in order that the habit of using this guide independently may become established. Give special attention throughout the year to pronunciation. Continue to help pupils eliminate their errors in penmanship for these are the source of many difficulties in spelling.

Teachers should read carefully the discussion given in the first part of this course under Methods and Suggestions for Teaching Spelling. The Test-Study Method is recommended for the fourth grade. It is described in this course and is outlined in detail in the McCall Speller, and teachers should study carefully this plan. The Test-Study Method should be supplemented continuously by aid, guidance and counsel in the spelling work. At the beginning of the year, it may be helpful to use the assignment-test-study method.

Follow the plans for reviews already given in this course, working for complete mastery of the words in the "Word Hospital" section of the pupil's notebooks, and giving attention constantly to the words missed in written work.

The plans for keeping the pupil's spelling notebook are discussed elsewhere in this course. This valuable aid should be used throughout the year. The individual progress cards and the class record chart are important in stimulating interest and as an aid in improving a pupil's record.

The amount of time usually given to the work in spelling ranges from seventy-five to one hundred minutes per week.

Testing and Remedial Work

When achievement tests accompany the text, these should be used to study teaching efficiency and student learning. Special tests can be devised from the standard spelling scales as already suggested in this course. These tests may be given at the beginning and end of the school year. In this grade, the tests need not include words the child has not had opportunity for learning to spell. Diagnostic testing should be adhered to and the individual types of errors studied. Remedial measures should then be introduced for remedying the difficulties. The best places for the teacher to ascertain special difficulties is through studying the errors present in the student's "spelling demons." Errors pertaining to pronunciation and writing should be very carefully observed in this grade.

FIFTH GRADE

State Adopted Text: The McCall Speller, pages 42-60.

Objectives

The objectives set forth for the fifth grade spelling work should be those already set forth for spelling. The furtherance of many of the barely established habits of the previous grades should be a goal. Some of the more specific objectives especially applicable to the fifth grade are:

1. To develop the ability to pronounce all words correctly, and to pronounce new words correctly by seeking help from the dictionary.
2. To develop such simple spelling rules as those assigned to this grade. The extent to which this should be done should be in harmony with the discussion already given on this topic.
3. To afford additional practice in dictionary exercises.
4. To establish more firmly the habit of listing words—either those which give trouble or those which the pupil wishes to add to his vocabulary—and of making an attempt to learn them.
5. To establish more firmly the proper habits of study, including a discriminative type of study as is needed in the Test-Study Method of this grade.
6. To establish more firmly the habit of checking all written work for words misspelled.

Content

A. REVIEW WORK

The words from the fourth grade work which have been found most difficult should be reviewed at the beginning of the term. The lists of words given every fourth week for the fourth grade in the McCall Speller

may be used or a list composed of the words in the "Word Hospital" section of the children's notebooks kept by them when in the fourth grade.

B. NEW WORK

1. *Word Lists.* The weekly lesson units for the fifth grade in the McCall Speller include twenty-two new words except every fourth week when twenty-seven review words are given. These are the basal words for the grade.

2. *Supplementary Lists.* Such lists should be compiled according to the plans already given in this course. The children should be held responsible for mastery of the list of words missed in their written work, and be encouraged to include in their writing vocabulary the words frequently needed in written work but not given in the basal list for the grade. The additional words given at the end of the work for the fifth grade in the McCall Speller should not be given attention until after the children have learned to spell the words of the basal list.

3. *Special Exercises.* The aids to spelling and dictation exercises included in the work for the grade should be very helpful in fixing certain correct forms, providing for the use of the dictionary and in working out simple spelling rules.

4. *Use of the Dictionary.* In this grade, the child begins to definitely turn to the dictionary when in doubt as to the spelling of a word needed in his written work and for the correct pronunciation and syllabication of words. He also makes a beginning under supervision in finding acceptable meanings for a few carefully selected words and to use them properly in sentences.

- a. Continue the work outlined for the fourth grade. Teach alphabetizing to second and third letters. Give practice in finding words.
- b. Give lessons in learning to use the key words at the bottom of the specimen dictionary page in the spelling text. Explain the respelling given in the dictionary to show pronunciation.
- c. Give lessons in finding number of syllables in words, pronouncing these, properly dividing words, and determining the proper accent.

Methods

The method of work is conditioned largely by the general plan of the book being used. It is therefore quite essential for the teacher to understand the plan of the text in order to adjust any scientific method to the study of the words. Read carefully the discussion of methods given in this course. During the first two weeks of the term the teacher should spend time and effort in aiding the pupils in developing the correct study habits, using the "Pupil's Guide for Studying Alone." It seems advisable to use during these weeks the Study-Test Method or the Assignment-Test-Study Method.

After the pupils have further developed the habits of study, and have learned to study discriminately, they should be given the Test-Study Method of work. This method has already been described, and is given in detail in the spelling text. At all times, give attention to the development of the correct study habits.

Plans and suggestions for reviews have already been given in this course. Work for complete mastery of the reviews in the text, and of the words in the "Word Hospital" section of the spelling notebooks, guiding

pupils to learn these through their own efforts. Constant attention should be given to the words missed in written work. Continue to give individual assistance in remedying errors in penmanship.

The spelling notebook and the class and individual record charts are important aids in the teaching of spelling and should be used in the fifth grade. These have been fully discussed.

The amount of time usually given to the work in spelling ranges from seventy-five to one hundred minutes per week.

Testing

When achievement tests accompany the text, these should be used in studying teaching efficiency and student learning. The teacher can devise special tests from spelling scales as suggested in this course. These tests may be given at the beginning and end of the school year. Ordinarily, the words for this test should come from the words the student has had or will have an opportunity for studying in this grade. Individual errors from the results on the spelling scales and the student's demons should be analyzed by the teacher, for the cause of the same. Simple rules may be introduced to aid in clarifying some special difficulty existing. Pronunciation difficulties should be studied in relation to spelling difficulties. Sometimes the silent letters in a word give trouble, for example: *knife, know, knew, write, wrote, wrinkle*.

SIXTH GRADE

State Adopted Text: The McCall Speller, pages 62-80.

Objectives

The objectives set forth for the sixth grade spelling work should be those already set forth for the spelling course. The furtherance of many of the barely established habits of the previous grades should be a fundamental aim. Some of the more specific objectives especially applicable to the sixth grade are:

1. To develop the ability to pronounce all words correctly, and to pronounce new words correctly by seeking help from the dictionary.
2. To develop further spelling rules assigned to this grade. The extent to which this should be done should be in harmony with the discussion already given on this topic.
3. To afford additional practice in dictionary exercises.
4. To establish more firmly the habit of listing words—either those which give trouble, or those which the pupil wishes to add to his vocabulary—and of making an attempt to learn them.
5. To establish more firmly the proper habits of study, including a discriminative type of study, as is needed in the Test-Study Method of this grade.
6. To strengthen the desire to spell correctly in all written work.

Content

A. REVIEW WORK

The most difficult words of the fifth grade list should be reviewed at the beginning of the term. Plans for this review are given under this head in the fourth and fifth grade outlines.

B. NEW WORK

1. *Word Lists.* The words to be given first consideration for mastery are those of the basal list for this grade. The lesson units for the sixth grade in the McCall Speller include twenty-two new words for each week except every fourth week when twenty-seven review words are given.

Supplementary lists, as already discussed, would be made up of the words most frequently needed in writing and words missed in the written work. Give individual attention to all errors in written work.

The additional words given at the end of the work for the sixth grade in the McCall Speller should not be studied by a pupil until he has learned to spell the basal words for the grade.

2. *Special Exercises.* Continue to make the study exercises as given in the text an integral part of the work.

Some further supplementary work which should be considered is that of the names and abbreviations of the states. In the McCall Speller, these are listed with other abbreviations on page 126. Ordinarily the pupil will have realized a need for spelling and abbreviating the names of the states by the time he has completed the sixth grade. These should receive attention in proportion to the development of a need for them.

The homonyms encountered in the sixth grade should be reviewed and exercises given connecting these with words met in previous grades that are similar in pronunciation.

3. *Use of the Dictionary.* Develop in the pupils a reliance upon the dictionary as an aid to spelling.

Follow the outlines given for the fourth and fifth grades.

Teach the diacritical marks as an aid in the use of the dictionary.

Use the frequent opportunities which arise to give practice in using the dictionary as a spelling aid.

Give carefully supervised work in finding the meanings of a few words and using them properly in sentences. Provide opportunities as the need arises, for selecting appropriate meanings under careful supervision.

Methods

Teachers should study carefully the discussion of methods as given in this course. The general plan of the text in use conditions to a large extent the method of work. It is therefore essential for the teacher to understand the plan of the text and the method recommended for teaching the lesson units.

The Test-Study Method, as already described, and outlined in detail in the McCall Speller, is recommended for this grade. By now, pupils should have developed the correct study habits and should be able to use the Test-Study Method effectively in dealing with their own difficulties as revealed by the pretest. In case the pupils have not developed the correct study habits, give specific practice in using the "Pupil's Guide for Studying Alone" and seek to establish such habits during the first few weeks of the term. With the reviews given in the text adhered to and the additional plans for reviews suggested in this course, mastery of the words of the basal list should be the goal. Attention throughout the year given to the words missed in written work will aid in the realization of the test of ability to spell—writing words correctly when needed. Handwriting difficulties should continue to be eliminated.

The plans already discussed for the pupil's spelling notebook should be carried out. Individual and class record charts are also important aids to progress in spelling in this grade.

The amount of time usually given to the work in spelling ranges from seventy-five to one hundred minutes per week.

Testing

When achievement tests accompany the texts, these should be used in studying teaching efficiency and student learning. The teacher can devise special tests or use the standard scales as suggested on page 255. These tests may be given at the beginning and end of the school year. Such standard scales enable the teacher to better understand student learning, as well as how her pupils compare with the average child of this grade. Diagnosis of individual difficulties from results on the spelling scales and the student's "spelling demons" should be made to aid the teacher in better understanding special individual difficulties. Remedial measures should be made in attempting to analyze such special individual difficulties. Sometimes a rule as introduced in the text will aid in clarifying such difficulties. Here the grouping of special types of errors present, along with easier words, but having similar structure will often aid considerably.

SEVENTH GRADE

State Adopted Text: The McCall Speller, pages 82-104

Objectives

The objectives set forth for the seventh grade spelling work should be those already set forth for the course. The furtherance of many of the barely established habits of the previous grade should be a fundamental aim. Some of the more specific objectives especially applicable to the seventh grade are:

1. To develop the ability to pronounce words correctly, and to use the dictionary in furthering this ability.
2. To develop the habit of using the dictionary to aid in spelling difficult words encountered.
3. To develop the ability to add new words to one's writing vocabulary as they are needed to express one's individual interests.
4. To develop a pride in correct spelling and an appreciation of its value.
5. To firmly establish the habits directly connected with the spelling words for this grade.

Content

A. REVIEW WORK

At the beginning of the term, review the most difficult words of the sixth grade list. Suggestions for this review are given in the fourth and fifth grade outlines in this course.

B. NEW WORK

1. *Word Lists.* The list of words for this grade given in the spelling text are the basal words for mastery. The lesson units in the McCall Speller include twenty-five new words for each week except every fourth week when twenty-seven review words are given.

Suggestions and plans for the supplementary lists (1) words needed frequently in writing, and (2) words missed in written work, are discussed fully in the first part of this course.

The additional words given at the end of the list for the seventh grade in the McCall Speller are included from an eighth grade list, and should not be given attention until after the basal list has been thoroughly studied.

2. *Special Exercises.* Attention is again called to the use of the valuable exercises given as aids to spelling in the McCall text.

Further supplementary work which may be included in this grade is the study of abbreviations as listed on page 127 of the McCall Speller. The extent to which these words should be incorporated into the spelling work will depend upon the development of the meaning and need on the part of the pupils for them.

The homonyms encountered in the seventh grade should be reviewed, and dictation exercises given connecting them with the words previously learned that are similar in pronunciation.

3. *Use of Dictionary.* The work outlined for the fourth, fifth, and sixth grades should be reviewed and carried on throughout the year, in order to enable all pupils to use the dictionary properly, and to develop the habit of using it. Such a habit will cause the child to turn independently to the dictionary when in need of help, and contributes to his continuous growth in ability to write correctly and effectively. Very helpful exercises in the use of the dictionary are given in "Spelling for Everyday Use, Book Two."*

Methods

Modern spelling texts seek to carefully and scientifically arrange the work of the course by grades and it is very essential for the teacher to understand the general plan of the text in use and the method of study recommended. At the beginning of the term, go over carefully the "Pupil's Guide for Studying Alone," using the steps in presenting several words, as there are likely to be some pupils in the class who have not established the habit of using this plan in studying a word.

The Test-Study Method, as already described and given in the McCall Speller, should be used in the seventh grade. Continue attention to correct habits of study. The pupils in this grade should be able to use the Test-Study Method in an economical and effective way, working on their individual needs, and through their own efforts mastering the words which prove difficult.

The plans for reviews given in the spelling text are to be supplemented throughout the year with systematic reviews of the words in the "Word Hospital" section of the pupil's spelling notebook, and of the words missed in written work, according to the suggestions already given in this course. Hold pupils responsible for correct spelling in their written work. When a good, legible handwriting has not been established, seek to eliminate the difficulties.

Throughout the year, have all pupils keep spelling notebooks as suggested in this course. These are a most important aid in learning to spell. Tabulate from these notebooks the errors common to the class, giving learn-

*Steadman-Garrison-Bixler. Published by Smith-Hammond Co., Atlanta, Ga.

ing and testing periods on the words. In addition, see that pupils by their own efforts master their difficulties.

In this grade, the pupils will take great interest in keeping their individual scores on the record cards and in serving as Class Record Keeper in recording the progress of the class.

The amount of time usually given to the work in spelling ranges from seventy-five to one hundred minutes per week.

Testing

When achievement tests accompany the texts, these should be used in studying teaching efficiency and student learning. Standardized scales are very effective as means for making comparisons with other seventh grade groups. Diagnosis of individual difficulties from results on the spelling scales and the student's "spelling demons" should be made to aid the teacher in better understanding special individual difficulties. Remedial measures should be made in attempting to analyze such special individual difficulties. An application of a rule may aid here. Homonym exercises might be of value in connection with such difficulties. Errors resulting directly from: Presence of double letters; presence of alternatives; unphonetic quality of the word; or a careless attitude should be carefully observed and efforts made to eliminate such errors from the individual's list.

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HEALTH

PART ONE: INTRODUCTION

I. What is the Relationship or Value of the Health Objective to Other Objectives of Elementary Education?

Health maintenance has come to be regarded as one of the most important aims and activities of school life. Health is the recognized essential by which the individual effects proper and satisfying adjustments necessary to making a living, acquiring knowledge, attaining the status of good citizenship, reaching a higher morality, and achieving happiness. Dr. W. S. Rankin has well expressed this relationship to the whole of life in this manner:

"First, health largely determines the factors of interest and endurance.

"Second, interest and endurance largely determine efficiency.

"Third, efficiency during youth, in studies and games; and during maturity, in the more serious tasks of life, largely determines happiness.

"Fourth, happiness largely determines disposition and attitude."

Acceptance of the fact that only the healthy personality is capable of achieving the highest physical, intellectual, and spiritual attainment, forces upon one the conclusion that realization of all of the objectives of education depends to a large extent upon the degree to which the health objective is reached. Any aim is more successfully realized when a definite means for reaching that end has been at least tentatively agreed upon; therefore, there is a need for a health education program, which seeks definitely to promote and organize the sum total of the experiences in the child's life in such a way that they will bring about the establishing of such habits, the formation of such attitudes, and the mastery of such knowledges as contribute to the best physical and mental health.

II. What Definite General Objectives Should the School Seek to Attain in Order That Pupils May Maintain or Achieve Health?

- A. Give the child such information about health as will interest and aid him in protecting and improving his own health and that of others.
- B. Provide for every pupil such experiences as will develop an appreciation of health which demands of each pupil a respect for the welfare of his native physical and mental endowment and that of others, and which will lead to the setting up of a positive health ideal.
- C. Establish such positive health behavior as will exclude less desirable substitute activities.
- D. Safeguard the health of child through physical examinations, corrections, and inspection and through the creation of a wholesome, healthful environment.
- E. Provide wholesome, healthful forms of recreation that will lead to long and varied growth in means of refreshing the body and mind.

- F. Arrange for a maximum of opportunity for the practice of good citizenship, sportsmanship, leadership, and satisfying happiness in a wide range of purposeful activities.
- G. Seek to influence parents and other adults to become interested in the improvement of their own health environment, habits, and attitudes.
- H. Make such practical plans as will "improve the individual and community life of the future; insure a better second generation, and a still better third generation; a healthier and fitter race."

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III. What Fundamental Principles Underlie the Construction and Administration of the Health Program?

- A. The beginning point is the child whose life is characterized by the following four integral phases in which there is normally a continuous unifying and expanding growth:
 - 1. Physical—what he does and what habits he forms.
 - 2. Emotional—how he feels about things and what attitudes become apparent.
 - 3. Intellectual—what judgments he makes, what applications of his knowledge, what attitudes and knowledge are acquired.
 - 4. Social—what habits, attitudes, and knowledge are gained that affect his group, his family, his community, and his social health.
- B. Experience and scientific research have led to the conclusion that the child has two sets of health needs:
 - 1. Those related to health maintenance and protection for the present.
 - 2. Those related to natural physical and mental growth or development.
- C. The method of approach to health should be positive rather than negative, emphasizing health not disease, and should be based for the greater part on the child's interest in his own growth; therefore,
 - 1. "Selection of subject matter should emphasize the wholesome objective aspects of health rather than the introspective, pathological, or morbid.
 - 2. "Wholehearted purposeful activities should be guided so that the child obtains the most desirable by-products in attitudes and emotional habits."
- D. The child should be given responsibility in the conduct of the health program as rapidly as practicable.
- E. The child should not be held responsible for the maintenance of health conditions over which he has no control.
- F. The tendency of the pupil to imitate is so strong that the health status and the health practices of the teacher will have a definite effect upon the health-training of the child.
- G. The development of mental health or wholesome emotional stability is not to be sought through the discussion of this subject and the subject of sociology which is outside the interest of the child and likely to suggest the negative as well as the positive phases of the subject. It is to be sought by the organization and presentation of the general pro-

gram of school life in such a way that children will be provided an opportunity

1. To achieve and experience the satisfaction of success.
2. To get proper rest and relaxation.
3. To train in concentration of attention so as to promote an orderly association of ideas.
4. To express themselves in many forms.
5. To practice effective action when necessary.
6. To have normal social relationships.
7. To enjoy an atmosphere of the school and home that is attractive, happy, joyous, and optimistic.

H. Since school life constitutes at the most only one-third of the whole of the child's day, to realize in any adequate fashion the health aims demands that health promotion be thought of as a coöperative effort of the school, home, and community. Therefore, all situations, activities, and materials constituting phases of health education should be utilized in such a way as to contribute to the child's life as a unit of experience which affects favorably his intellectual, emotional, physical, and social make-up and conduct as it expresses itself in his whole life.

I. The final and only legitimate test of the value of any health education is the degree to which it contributes to growth in desirable forms of health behavior manifested in the whole life of the child.

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IV. What Elements Are Involved in the School Health Program?

A. AN UNDERSTANDING OF THE QUALITIES OF A HEALTHY PERSONALITY

"Health," as defined by Dr. Thomas D. Wood, is "an abundance, soundness, and worthiness of life." Abundance is interpreted as meaning vitality, joy, and interest; soundness as possessing normal mentality capable of economic support of oneself; worthiness as contributing to moral and social good. True tests of well-being require a careful physical examination by a trained person and should reveal "proper growth in weight, height, structural and functional development," and "full efficiency" of the muscular, nervous, mental, emotional, glandular, nutritive, circulative, respiratory, excretory, and reproductive functions with "abundant energy for all the activities of life and some reserve for unusual strains." Among the simple indices of the physically and mentally healthy personality set up by the Joint Committee on Health Problems in Education (1924) are found the following characteristics easily recognized by the teacher:

"The healthy child is largely unconscious of his body. He has a general sense of well-being, a feeling of muscular power and of pleasure in movement. He is not conscious of the vital organs. When a child is in pain, or in ill health, on the other hand, he be-

comes conscious of parts of his body, which so far as he knew before might have been non-existent.

"He possesses sufficient vigor so that a reasonable amount of work and play is more stimulating than fatiguing.

"His appetite is steady, wholesome and not capricious.

"He sleeps well, and during the normal regular hours of sleep, he recovers satisfactorily from fatigue.

"He is able to adapt himself to new conditions of environment, climate, or modes of life without undue physiologic disturbances.

"To picture the healthy mental, emotional, moral and social qualities of the child is to describe the healthy personality. In describing the characteristics of a healthy personality, it is desirable to allow for a variety and range of individual differences. To be well-balanced it is not necessary to suppress one's individual qualities, or to conform to a uniform pattern. It is nevertheless useful, keeping this in mind, to describe the simplest and most significant evidences of a healthy personality. They are as follows:

"The child possesses intelligence adequate to meet the demands of his life. This includes the whole range of intelligence from very superior to somewhat below the average. Some very healthy personalities are found among those whose intelligence is inferior to the average, but is nevertheless sufficient to meet the demands of their simple lives of manual work.

"He is able to concentrate his attention upon the matter before him, and to perceive the important elements of the situation with accuracy and alertness.

"He is interested in the world about him, and curious to understand it.

"He is generally self-confident; he expects success and achieves it with reasonable frequency.

"He is active in overcoming difficulties; he does not "day dream" so much that he fails to meet the actual situation.

"His predominating emotional qualities are happiness, cheerfulness, courageousness. He is not troubled by unnecessary fears, shyness, or timidity. His emotional responses are those that are appropriate and useful for the occasion.

"He does not ordinarily brood or sulk, or indulge in morbid introspection.

"He has many objective interests; friends, hobbies, games in which he finds adequate self-expression.

"He is companionable and mingles easily with other children. He adapts himself easily to coöperative enterprises; to leadership or followship.

"The child's relationships with children of the opposite sex are wholesome.

"He has a sense of responsibility for the happiness and well-being of his friends, school mates and members of his family."

B. KNOWLEDGE OF THE FUNDAMENTAL PHYSIOLOGICAL AND PSYCHOLOGICAL LAWS OF GROWTH

1. Physiological Principles

It is obviously impossible to summarize here even the most fundamental scientific facts in the field of physiology, sanitation, and hygiene upon which health instruction is based. The teacher should get these in her own basic training and from the source material suggested in the list of references below. In the grade by grade outlines an attempt has been made to present the habits, attitudes, and knowledge units to be stressed at the respective age levels.

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 Winslow, C. E. A.—A Man and the Microbe; How Communicable Diseases Are Controlled.
 Wood, Thomas D.—The Child in School; Care of Its Health.
 Wood, Thomas D. and Lerrigo, Marion O.—Teaching How to Get and Use Human Energy. Bloomington, Ill. Public School Publishing Co., 1928. 75¢.
 Virginia Health Manual for Teachers. Office of Publication, 12 and Bank St., Richmond, Va.
 A List of Books for Parents and Teachers. John Day Co., 386 Fourth Avenue, New York City.

2. Psychological Principles

- a. Growing is learning a new and desirable way of behaving and results in a changed organism which has a new set of habits, skills, facts, insights, and attitudes that increase the individual's knowledge of and control over life: therefore, the school health program should aim to bring about a new and desirable progressive health behavior.
- b. The child is an integrated organism which normally develops gradually and harmoniously in his physical, psychic, and social make-up. During the span of life known as the elementary school age, however, there appear to be three well-defined levels of development having fairly typical characteristics—the kindergarten-primary, the intermediate, and the early adolescent.
- c. Normally the child will want and choose to do those things which appeal to and involve the physical, mental, emotional, and social responses characteristic of his level of development which is a combination of his natural tendencies and his experiences; therefore, child desires, interests, and purposes leading to worthy ends should be given consideration in choice of health activities.

- d. The realization of the child's purposes must call for skills and knowledge beyond his present achievement so that he will be challenged to make genuine effort, but the degree of skill and requisite facts needed must be sufficiently easy for him to have a measure of satisfying success; therefore, the teacher must watch carefully to make the program of activities really suit the needs of child and situation.
- e. Not only must there be difficulty that will challenge, and a sufficient number of old elements to insure some success, but there must also be in these purposes and activities ever-increasing insights and ever-increasing controls over life experiences so that more wholesome and wider health interests for himself and the community are ever developing.
- f. The quantity and quality of growth possible for each individual are determined by (1) the child's physical and mental heritage, (2) the child's social or environmental heritage, (3) the child's training or education. Since all of these factors vary for each individual, each individual's capacity for and rate of growth is different; therefore, the use of same stimuli will not be equally effective with all, nor can the same results be reasonably expected of all.
- g. In developing mastery and control the individual proceeds from the relatively simple activity requiring coarser coordinations and associations to the coordinations and associations involving fine connections, from the simplest concept to a highly generalized notion, from instinctive to idealistic and reason-controlled action; therefore, the teacher should not only be familiar with the health needs, native health-developing capacities, but she should also know the relative difficulties of graded activities.
- h. The individual learns many things simultaneously and it is important that the so-called "concomitant learnings" be as carefully guided as the achievement of the specific immediate aim. The best results for growth along all lines—habits, skills, fact—mastery, insights, and attitudes are obtained where opportunities and needs for these are seen and utilized in a *real social setting*. The more stimulating the environment and the more judicious the guidance given, all things being equal, the more favorable the learnings. The social situations which give opportunities for inculcating wholesome health behavior and which run throughout the child's day are those connected with eating, sleeping, clothing, bathing, exercise, resting, emotional reaction, and social health.

In connection with the application of these principles teachers have listed the following incentives, purposes, and interests as successful centers of work about which successful health teaching has developed:

Desire to grow
 Desire for approval from one's social group
 Desire to imitate those one admires
 Desire to earn recognition for worthwhile accomplishment
 Desire to participate in outdoor sports (skating, swimming, coasting, hiking, fishing, hunting and camping)
 Desire to win in competition
 Desire to do grown-up things
 Desire to be helpful at home and at school
 Desire to succeed in playground and gymnasium activities
 Desire to earn membership and improved standing in Boy Scouts, Girl Scouts, and similar organizations
 Desire to improve record in athletic events
 Desire to be a worthy citizen

Babies
 Care of dolls—housekeeping
 Duties
 Community centers
 Concerts
 Class and school loyalty
 Cooking
 Cartoons

Clubs
 Collecting things
 Dramatization
 Drawing and painting
 Poster making
 Debates
 Excursions
 Exercises

Folk dances	Pictures
Free expression	Possession or acquisition
Father's occupation	Policeman, firemen, engineers, etc.
Games and toys	Radio
Group competition	Reading
Handling things—manipulation	Repairing things
Health magazines	School and building activities
Keeping a diary	Slides (pictures)
Machinery	School newspaper
Making things	Styles
Movies	Seasons
Music	Sewing
Nature (animals, vegetables, minerals)	Stories
Other children	Safety council
Parents, brothers, sisters	Saving or thrift
Perfect attendance	Scrapbooks
Puppet shows	School fund
Parties	School orchestra
Personal appearance	Writing original plays and stories
Physical activity	Writing poetry-slogans
Play in and out of doors	

- References:* Thorndike and Gates—Elementary Principles of Education. Macmillan. \$2.00.
 Kilpatrick—Foundations of Method. Macmillan. \$2.00.
 Wood and Cassidy—The New Physical Education. Macmillan. \$2.00.
 School Health Progress, 1929. A. C. H. A. \$1.00.
 Myers and Byrd—Health and Physical Education. Doubleday. \$2.00.
 Norsworthy and Whitley—Psychology of Childhood.
 The Classroom Teacher, Vols. 1, 5, 8, 12. Classroom Teacher, Inc.
 Report of the Cambridge Health Education Conference, 1924. A. C. H. A.
 Miller—Creative Teaching and Learning. Scribner's. \$1.60.
 Report of the Chicago Health Education Conference, 1925. A. C. H. A. 75¢.
 Twenty-sixth Yearbook, N. S. S. E. Public School Pub. \$1.50.
 Health Education: A program for Public School and Teacher-Training Institutions. Report of the Joint Committee of the National Education Association and the American Medical Association. N. E. A., Washington, D. C. \$1.00.
 Strang, Ruth—An Introduction to Child Study, 1930. Macmillan.

C. A SURVEY TO DISCOVER ACTUAL HEALTH CONDITIONS

Any health procedure, to be successful, must be based on the immediate needs of the individuals or community for which it is being developed. The discovery of these needs involves the following steps:

1. The determination of the health status of the pupils through physical examinations (see page 266).
2. The determination of the health practices of the pupils through direct observation and properly planned pupil and parent reports (see page 379).
3. The determination of the health knowledge of the pupils (see page 382) in grade four and above where health knowledge is being developed.
4. The determination of specific health needs at the school and in the community—factors connected with the hygiene of instruction and environment (see pages 265, 383).

- References:* The Community Health Study Campaign, M. L. I.
 The Pitt County Health Survey, M. L. I.
 School Health Appraisal, Forms I and II, City and Rural Elementary Schools respectively. Massachusetts Institute of Technology, Cambridge, Mass.
 Terman and Almack—The Hygiene of the School Child. Houghton, 1929.

NOTE: The data embodied in the following outline is taken from surveys of several North Carolina counties typical of the different sections and from *A Scientific Basis for Health Education* by Laura Cairns, University of California Press, Berkeley, Cal. It is given here to help teachers recognize the general health needs of the state.

SUMMARY OF SOME HEALTH PROBLEMS COMMON TO NORTH CAROLINA SCHOOLS AND COMMUNITIES

Shortages in Health Instruction and Practices

Results of testing program show that the health knowledge scores in one typical county are below national average.

Teachers do not possess essential basic training and information.

Courses in health vary in time allotments, preparation of the teachers and standards of achievements.

Time allotment often inadequate.

The incidental method inadequate for group and individual needs. All children do not receive instruction and training in health.

Daily schedule not suited to growth needs of child.

Failure on the part of both children and adults to make correct responses in the performance of the following broad groups of *essential hygienic practices*:

- Keeping the body clean.
- Eating the right amount of wholesome food.
- Getting sufficient sleep and rest under proper conditions.
- Playing and exercising properly.
- Preventing accident.
- Avoiding contact with communicable diseases.
- Knowing one's own physical limitations and living accordingly.
- Preserving proper posture.
- Keeping school, home, and community as healthful as possible.
- Correcting growth defects and disease conditions.
- Maintaining a desirable emotional and mental outlook.

Inadequate provision for health service and supervision:

- Health personnel too limited in number.
- Inadequate training of teachers for making the simpler examinations and the preliminary surveys.
- Unsatisfactory school health equipment—few places suitable for holding physical examinations and immunizations, no eye charts, too few scales and first aid kits, etc.
- Unsatisfactory proportion of corrections.
- Inadequate provision for corrections and immunizations.
- No systematic plan for promoting remedial work.
- Inadequate provision for isolation of children showing signs of communicable diseases.
- Inadequate control of common colds, scabies, whooping cough, measles, and pediculosis.
- Overcrowded classrooms and buses.
- Poor ventilation, heating, and lighting.
- Low standards of janitorial service and school housekeeping in general.
- Inadequate and insanitary drinking water facilities—e.g., bubblers too small in number and too high for small children even where small children predominate; pressure too low to allow *safe* stream of water; sometimes near sources of pollution.
- Inadequate and insanitary hand-washing facilities—e.g., insufficient wash-basins (no towels and soap the rule rather than the exception).
- Inadequately equipped and ventilated cloakroom, rest room, and lunch facilities.
- Insanitary toilets and privies for school and community—insufficient water pressure (sometime no facilities at all).
- Lack of attention to safety precautions connected with opening of doors, use and type of playground equipment, first aid materials, dark stairways, advantageous room placing for lower grades.
- Need for closer coöperation between the teacher's work and the work of the health department.

Failure to utilize all the possible agencies for promoting health education at school, and in the home, and community.

Failure to recognize the teacher as an important health factor is shown:

- By her inadequate training for health teaching and training.
- By her own lack of attention to her personal, mental and physical welfare—inadequate recreational interests and facilities for example.
- By requiring her to carry too great a teaching load.
- By failure to provide satisfactory living conditions.

Inadequate space and equipment for indoor and outdoor play.

Inadequate school, home, and community contacts and coöperation.

A high per cent of correctable defects.

The following table gives the average percentage of defects found in school children examined in North Carolina during 1929:

Dental defects of children examined	25%
Throat and nose	25%
Malnutrition	20%
Visual defects	10%
Other defects (hearing, orthopedic, skin, posture)	20%

An unnecessarily high death rate from communicable and preventable diseases.

NOTE: The following table shows the death rate per 100,000 population, and percentage of total deaths from prevalent communicable diseases in North Carolina, along with deaths from certain accidents.

This group of diseases and accidents, cause yearly, 30 3-10 per cent of all deaths that occur in North Carolina. This is the group of diseases and accidents that education can do something about. This education must begin before the child is born, and continue through life.

CAUSE OF DEATH	Rate per 100,000 Population	Percentage of Total Deaths
Influenza.....	177.1	14.3
Tuberculosis.....	87.4	7.0
Syphilis (1928).....	7.3	0.5
Diphtheria.....	11.5	0.9
Typhoid and Paratyphoid.....	5.7	0.4
Whooping Cough.....	8.7	0.7
Measles.....	0.6	0.05
Malaria.....	1.8	0.1
Scarlet Fever.....	1.7	0.1
Dysentery (1928).....	5.8	0.5
Pellagra.....	32.9	2.6
Erysipelas (1928).....	2.1	0.1
Lethargic Encephalitis.....	0.7	0.05
Epidemic Meningitis.....	0.5	0.04
Smallpox.....	.03	.002
Accidents (1929).....	39.4	3.1

An unnecessarily high rate of morbidity in communicable, preventable diseases.

The following table gives cases of communicable diseases reported in North Carolina during 1929 and percentage of the total for each disease:

DISEASES	No. Cases Reported	Percentage
Whooping Cough.....	12,434	33.6
Measles.....	1,209	3.2
German Measles.....	1,267	3.4
Diphtheria.....	4,337	11.7
Scarlet Fever.....	3,057	8.2
Septic Sore Throat.....	141	0.3
Smallpox.....	539	1.5
Chicken Pox.....	4,997	13.5
Typhoid Fever.....	861	2.3
Para-Typhoid.....	13	0.03
*Influenza.....	168	-----
*Pneumonia.....	408	-----
*Rabies.....	2	-----
Epidemic Meningitis.....	88	0.2
Infantile Paralysis.....	133	0.3
Ophthalmia Neonatorum.....	12	0.03
Trachoma.....	2	0.005
*Pellagra.....	604	-----
Syphilis.....	4,457	12.0
Gonorrhea.....	2,118	5.7
Chancroid.....	72	0.1
*Typhus.....	3	-----
Tularemia.....	4	0.01
Total.....	36,976	

*Asterisks indicate the diseases that were reportable for only five months of 1929.

D. A SURVEY TO DISCOVER HEALTH-PROMOTING SOURCES AND AGENCIES IN THE SCHOOL AND THE COMMUNITY

Heredity, environment, and behavior determine the "health status." The individual has no control over his heredity. Together with the group he may within limits control his environment. One's behavior, although partly conditioned by circumstances, may be reconditioned to a certain extent. Therefore, the state and nation have accepted in

theory at least three responsibilities in health promotion and maintenance: viz., the protection of children from handicapping influences, the development of a suitable program of physical activities, and a course in health training and instruction.

1. Protection of children from handicapping influences through health service.—This involves physical examinations with any needed follow-up corrections, control of communicable disease, and the sanitation of school, home, and community. This is done by local boards assisted by the State Board of Health. The teacher should know the personnel and clinical services available through the school health department, the city or county health department, the state health department, and such private and civic agencies which will procure corrections in children who need corrective treatment. The following is a brief statement of the services that may be expected from governmental agencies:
 - a. Free medical and nursing service for indigents (entirely a local responsibility).
 - b. Examination of all school children.
 - (1) In counties having health departments every year.
 - (2) In counties having no health department every three years in so far as as the personnel permits.
 - c. Examination of sputum for tuberculosis, throat swabs for diphtheria, intestinal parasites by local and State Laboratory of Hygiene (free).
 - d. Diagnosis and prevention of contagious disease.
 - e. Dental and tonsil clinics—free or at a nominal cost.
 - (1) In counties having health departments the year round.
 - (2) In other counties every three years.
 - (3) In large cities and some rural counties permanent whole-time dentists. (Note: See or write Dr. E. A. Branch, State Board of Health, Raleigh, N. C.)
 - f. Infant care and pre-school work.
 - (1) In counties having health department, all-time nurse and care.
 - (2) In other counties, optional and upon request.
 - g. Literature and lecture services.
 - (1) Pamphlets on disease prevention, free upon request.
 - (2) Pamphlets on prenatal care, baby care, height and weight tables, and diet lists free upon request.
 - (3) The North Carolina Health Bulletin issued monthly, free upon request.
 - (4) Free lecture service upon request if made sufficiently in advance.
- IMPORTANT NOTICE: The Department of Health has decided to contribute to the health program by publishing each month some piece of outstanding health teaching. If a teacher wishes to receive the bulletin, she may write to Dr. G. M. Cooper, State Board of Health, asking that her name be placed on the mailing list. This is an excellent and vital bulletin.
- h. Bureau of sanitary engineering and inspection services.
 - (1) Supplies standard working plans for sewage disposal facilities for schools. (Free)
 - (2) Makes preliminary surveys of school sites. (Free)
 - (3) Investigates conditions in established schools upon request. (Free)
 - (4) Renders similar service in regard to water supply. (Free)
 - (5) Promotes county sanitary surveys. (Free)
 - (6) Supervises upon request the construction of sanitary privy facilities.
 2. The physical education program which has for its two objectives (1) development of power for health in those who are not physically fit and (2) supplying wholesome stimulation and outlet for those who are.
 3. A carefully constructed program of instruction and training which is built according to principles on page 258.

4. The opportunities for health improvement afforded by such community enterprises as playgrounds, Boy and Girl Scout organizations, 4-H Clubs, and similar organizations should be recognized and related in as far as possible to the school program. The Parent-Teacher Association, Woman's Club and civic clubs are constantly working along these lines, and will welcome initiative and coöperation from teachers.

References: Classroom Situations as Teaching Opportunities for Health Instruction—McWhorter, F. American Child Health Association, New York City, 8¢.
 Hygiene of the School Child—Terman and Almack. Houghton, 1929.
 The Janitor and the School Child—Winslow. M. L. I. (free).
 How the Teacher Can Help in the Correction of Physical Defects—Collins. American Child Health Association, New York City, 8¢.
 The Child in School; The Care of its Health—Wood. National Health Council, 370 Seventh Ave., New York City, 30¢.
 Fargo and the Health Habits—Brown, Maud. The Commonwealth Fund, New York City.
 Unit Course of Study in Nutrition for One Year for Rural Schools. American Red Cross, 1927.
 Health Education Series. U. S. Bureau of Education, Department of Interior, Washington, D. C.
 A School Health Study of Newton, Massachusetts. Monograph 5, School Health Bureau, Metropolitan Life Insurance Company, New York; free.
 Making a Course of Study in Health for a Specific Situation—Wood-Strang. Teachers College Record. Ginn, 35¢.
 Course of Study in Health Education for Grades I-VI—Wood and Strang. Bureau of Publications, 75¢.
 Curriculum Making in an Elementary School—Lincoln School. Teachers College. Ginn, \$1.80.
 Methods of Health Instruction in the Elementary School—Hoefler. Elizabeth McCormick Memorial Fund, Chicago.
 Teaching How to Get and Use Human Energy. Public School Pub., 75¢.

E. FORMULATING THE TENTATIVE HEALTH PROGRAM SO AS TO SECURE CO-OPERATION AND CONTRIBUTIONS

1. From All Possible Health Service Agencies—

- a. In procuring a physical examination for every child entering school for the first time and all other children not examined within the three preceding years or not having a health record card from which the school and health authorities may work.

NOTE: In this connection it is the function of the school (1) to enlist interest and coöperation of all agencies of health promotion and education, (2) to have the teacher or someone make a preliminary examination when there is no trained examiner available to detect those having obvious or suspected physical defects. The teacher's inspection should include:

Weight-Height Relationship—the real value of weighing and measuring lies in its effectiveness as a teaching device. Emphasis should be placed on watching the growth rate from month to month. It is desirable to measure height twice a year and to weigh the children monthly.

Eyes—a simple test of vision can be made by use of the Snellen Chart. A chart with instructions as to its use may be secured from the state or county department of health. Squinting or holding things close to or far from the eyes suggests defective vision which should be called to the attention of parents with recommendation that the family doctor be consulted. Eyes should be clear and free from redness, swelling, or discharge of any kind.

Ears—any suspicion of defective hearing should be reported to the parents. Ears should be free from swelling and discharge.

Teeth—teeth should be free from cavities and should be clean. Only a careful dental examination by a dentist with mouth mirror and probe can detect beginning cavities. Many teeth come through with defects in the enamel known as pits and fissures. Prompt filling is the only safeguard. Recommendation should be made to parents that all children be taken to the dentist every six months. Any malformations of mouth or teeth should be called to the attention of the parents since they may have a serious bearing on the physical and mental health of the child. Much can be accomplished by corrective measures, especially if they are taken early.

Breathing—mouth breathing usually indicates some obstruction, such as adenoids. Any obstruction to nasal breathing predisposes to respiratory infections and interferes with normal development of jaws and teeth. Any persistent cough should be reported to the parents.

Skin—skin should be clean and free from eruption. Any eruption is suspicious and is sufficient reason for excluding the child from school with recommendation that the family physician be consulted.

Posture—good posture is standing, sitting, or moving, "tall." Poor posture may be due to fatigue, physical defects, illness, habit, or even to poorly fitting clothing and shoes. The finding of defects is only valuable when followed by correction. The teacher should take every opportunity to urge the parents to have corrections made.

It is also the function of the school to (3) keep a cumulative health record for the school child; (4) study this record and build a program for the individual child based on his physical, mental, emotional and social needs; (5) acquaint the parents with needed remedial work (both corrective and positive); (6) promote in every possible way follow-up work subsequent to examination.

References: See page 382 for points to be considered in the Examination and Plans For Educational Clinics Including the Beginners Day Program and Information For the School Entrant—State Department of Education; What Every Teacher Should Know About Her Pupils—Rogers—Health Education Series, No. 18, Government Printing Office, Washington, D. C.; Wood and Rowell—Health Through Prevention and Control of Disease. World, \$1.00; Health Behavior Supplement—Wood and Lerrigo. Public School Publishing Co., Bloomington, Ill., 25¢. See also Part Two, page 279.

It is the function of the health department (where there is one):

- To make the examination.
- To keep cumulative records.
- To acquaint and educate parents to make corrections.
- To provide remedial work for those who cannot otherwise get it.
- To cooperate with school forces in supplying scientific advice and information.

Community forces may lend their efforts:

- To help provide trained examiners where there are none.
- To help procure corrections of physical defects.
- To help school put on a positive health behavior program.

- b. In immunizing every child to smallpox, typhoid fever, and diphtheria.
- c. In making the school plant and its surroundings hygienic as to:
 - (1) Location
 - (2) School furniture and equipment (including lunch and toilet facilities)
 - (3) Matters relating to fresh air and ventilation
 - (4) Water for drinking and washing
 - (5) Lighting
 - (6) Cleaning the rooms and buildings
 - (7) Fire protection and other safety measures
- d. In the control of communicable diseases:
 - (1) Teacher conducts Every-day Health Review to discover any symptoms and acts accordingly (see page 279).
 - (2) Parent cooperates with these plans
- e. In examining teachers and other school people and supervising their health. (See pages 382 and 383.)

2. From the Physical Activity Program Which is Given in Suggested Detail in a Separate Section and Which Includes—

- a. Teaching and supervision of physical education activities as outlined in the special section.
- b. Teaching and supervision of after school physical education activities and inter- and intra-mural activities in the fifth, sixth and seventh grades.
- c. Supervision of organized recess periods for play at the discretion of the principal and teachers. (This does not include the lunch hour which is discussed on page 275.)
- d. Cooperation of the supervisors and special teachers of physical education teachers (where such are employed) with the classroom teachers in promoting projects related to some phase of health teaching (e.g., the teaching of national games and dances as phases of history or geography).

NOTE: In schools where there are trained teachers of physical education, both teachers and supervisors should make direct contributions to the children in the development of group leadership; *interest in games, sports, rhythms*; and in the *development of health habits*.

Physical education teachers and supervisors should aid the classroom teacher by demonstrating lessons, distributing material, having group and personal conferences, and in teaching the course in physical education so that the child acquires a wholesome interest in and a desire for being physically fit.

The classroom teacher may in turn assist the special physical education teacher by:

- (1) Developing new projects that are related to the physical education program. (e.g., supplying historical and geographical background for folk games, athletic skills, etc.).
- (2) Coöperating with them in carrying out assignments:

3. From Well-Planned Courses in Health Education for Teachers and Pupils

NOTE: Part II contains suggestive health education procedures for the school. These are based on state-wide needs and the teacher should carefully adapt them to the immediate local needs.

F. PUTTING THE PROGRAM INTO EFFECT

If the suggested procedure has been followed step by step with the coöperation of the school, home, and community forces, there should be a great readiness and zeal for putting the program into effect.

G. MEASURING THE EFFECTIVENESS OF THE PROGRAM

NOTE: See Section III, Part Two, page 378.

- References:* Health Behavior. Wood and Lerrigo—Public School Pub., \$2.00.
 National Society for Study of Education. Twenty-eighth Yearbook. Public School Pub.
 Health Knowledge Test. Gates-Strang—Teachers College, Columbia University.
 Parents and the Pre-School Child. Blatz, W. E., and Bott, H. W.—Morrow and Co., New York, \$3.00.
 The Technique of Curriculum Making. Harap, H. pp. 215-224. \$1.80
 Care and Training of Children. Goodspeed and Johnson—Lippincott, 1929. \$1.80.
 Health Trends in Secondary Education. American Child Health Association, New York, pp. 139-143.
 Uniting the Home and School in Health Teaching. Anne Whitney—National Tuberculosis Association, New York City.
 Parent Teachers Association and School Health. American Child Health Association, 35¢.
 Teamwork for Child Health. A. C. H. A., New York City, 25¢.
 Teacher Participation in Curriculum Construction. Outright—Journal of Educational Method, April, 1929. Teachers College, 35¢.

H. A BIRD'S-EYE VIEW OF THE GREENSBORO HEALTH PROGRAM

(Selected from the Greensboro School Journal, Special Health Edition, March, 1930.)

HOW SCHOOLS PROMOTE HEALTH

1. By coöperating with parents in an effort to have every beginner enter school free from remediable defects.
2. By providing for every child clean, comfortable, beautiful buildings and playfields, including good light, abundant ventilation, suitable seats, and clean toilets and wash-rooms.
3. By wholesome and happy school atmosphere and routine.
4. By wholesome recreation both in and out of doors looking toward the wise use of leisure.
5. By training in health habits in school and coöperation with parents to secure right habits out of school hours.
6. By studying the facts of personal hygiene, and public sanitation which everyone needs to know—disease control, garbage, sewage, street cleaning, water supply, pure food, pure air, quiet.
7. By developing an appreciation of health as a foundation of happiness and vital common enterprise of the race.
8. By regular health examinations and the correction of defects.
9. By making special provisions for undernourished or handicapped children.

PRE-SCHOOL ROUND-UP

The local unit of the National Congress of Parents and Teachers, in coöperation with the health department and the public schools, sponsors each year a Pre-School Round-Up which is far-reaching in its importance and significance.

This organization, after a census has been taken, makes arrangements to see that every child, who expects to enter school the following September or January, has a physical examination and is protected against smallpox. As a result of the examination, a card is made showing the history of the child's health and it is passed on to the teacher next year.

The local Parent-Teacher Congress is the first one in the state of North Carolina to sponsor such a round-up and the members feel that their efforts are well repaid. Such an undertaking relieves the necessity of children staying out of school for long periods of time with sore arms.

The first pre-school conference will be held April 28. Members of the Parent-Teachers are already making plans whereby every child will be transported to the conference clinic.

Fifty-four of these pre-school conferences were held last year.—P. T. A.

PROPER FOODS

Proper diet is so essential to good health that the school board feels that providing wholesome lunches at cost is one of the most important projects being sponsored by the Greensboro schools. The children are not only provided with wholesome food which promotes growth and health, but they are taught to select and eat the types of foods that they need.

In many instances, in the lower grades, the teacher eats at the table with her own group and supervises the selection of food in order that the children may have well-balanced lunches. Each child is encouraged to drink plenty of milk and to eat vegetables. No candy or soda water is sold; too many sweets and eating between meals are discouraged; fruit is served in abundance.—School Board.

DIAGNOSTIC AND REMEDIAL WORK

Three hundred and eleven pupils were given a thorough physical examination by the school physician under the direction of the city health department. One hundred and thirty-five were found to have physical defects. Some of the cases were: diseased tonsils, seventy-five; defective vision, seventy-two; defective heart, one; anemia, one; defective hearing, five. A card showing the result of the examination for each child was sent to parents urging them to confer with their family physician. A majority of the cases have been given medical attention.

Under the direction of Dr. C. C. Hudson, 150 pupils were given the smallpox serum.—Health Department.

WEIGHTS AND HEIGHTS

In order to ascertain a comparison of the weight and height of each pupil with the accepted standard for the different age levels, the nurse weighed and measured the height of 814 pupils in September and 922 pupils in February. The first examination revealed 143 under-weight cases; the second examination, 176 cases. The seemingly large number of under-weight cases may be attributed to the physical changes during the adolescent period.

The nurse furnished the parents with remedial information, urging the proper observance of the pupil's diet. Milk and hot lunches were furnished by the Parent Teachers Association and local civic organizations to pupils whose parents were unable to furnish proper lunches. Many home visits have been made by the nurse to give instruction regarding nutrition and hygienic measures.—Health Department.

FIRST AID

At the senior high school a first aid kit equipped with all necessary medicines and emergency materials is available at all times to care for any accidents that might occur. There is hardly a day goes by without a scratch or a bruise that needs attention.

REST

A period of undisturbed rest has been provided for in cases where a child is weak, nervous or in a run-down condition. Plans are being made now to operate this project more extensively by providing more cots.—Irving Park School.

CLEANLINESS

Believing that cleanliness is the first essential to health, the Irving Park School is earnestly endeavoring to see that every pupil keeps a clean person.

A bath-tub, with running hot water, has been installed and is available at all times for those pupils who desire a bath.

A careful check was made on toothbrushes during last semester, the result of which was that every pupil not owning a toothbrush was provided with one.

Recently the boys have made a bootblack stand and it is equipped with the necessary articles so that those pupils who need a shoe-shine may have one free of cost.—Simpson Street School.

HEALTH REVIEW

In each classroom a "doctor" and "nurse" are chosen each week to check the physical cleanliness of each child; particular attention is given to the teeth, fingernails, and hair. The question is asked, "Have you a handkerchief?"

The grade mothers supply clean, soft cloths to each grade in case the handkerchief is lost or forgotten.

The child with a cough or cold is at once examined, and if there is temperature, the child is allowed to go home.

Ventilation, the proper temperature of the school room, and the right light on the child's work are a daily duty of each teacher.—Simpson Street School.

POSTURE

Realizing that correct posture is contributive to good health, the Aycock School set aside March 10-14 as Posture Week for the fourth, fifth, and sixth grades.

The program planned for the week called for several features that proved most interesting and instructive. Miss Vera Mills of the Physical Education Department gave a talk at chapel using shadow pictures to illustrate the important phases of posture. The children of the school posed for these shadow graphs.

One day was devoted to a pep song meeting at which time posture songs which were composed by the pupils and teachers were sung.

Dr. Cole of the Sternberger Hospital for Children was on the program and addressed the student body.

At noon, pupils were tagged by their respective teachers to indicate if their posture were good or bad. Those receiving bad posture tags had the opportunity of improving before Friday noon, and consequently getting rid of the tag.

Following a talk given by Coach Lester Belding of the Senior High School, there was a contest composed of posture drills used in the classrooms for corrective purposes.—Aycok School.

HEALTH GUIDANCE

Talks have been made to the girls of the junior high department on personal hygiene by the school nurse and the school counsellor for girls. These talks have been followed by group and individual conferences. Demonstration in home-nursing was given under the direction of the school nurse and the home-making department.—High School.

PART TWO: HEALTH EDUCATION PROCEDURES

There are two angles from which the teacher and other school administrators should approach the training and instruction particularly related to health: (1) controlling factors and situations in the child's day in school and at home, and (2) carefully planning the regular classroom instruction for the period definitely given to mastering information and gaining understandings.

I. *Factors and Natural Situations in the Child's Day in School and at Home.

A. Some Factors in the School—Ventilation, light, water, heat, toilets, janitorial service, closet space, playground, lunch room, and scales for weighing. Each of these should be analyzed in terms of *what actually is the condition* and in terms of *what condition should exist*. For example, the actual ventilation facilities should be considered adequate when:

1. Room temperature is kept at 68 degrees F.
2. A thermometer is in every room.
3. The thermometer is hung in a place where it is not influenced by the sun, hot air shafts, cold drafts, open windows or doors, at about four or five feet from the floor.
4. Beginning with the third grade children are taught to read the thermometer and to keep thermometer charts at various times.
5. Windows may be easily adjusted at top and bottom for circulation of air.
6. Teachers are careful to observe that at all times windows are properly adjusted at the top and the bottom so that fresh air may be brought in and circulated freely through the room (where heating is not automatically regulated).
7. Window boards are in all windows where drafts directly influence temperature.

B. Some Situations in the School—Some natural situations which arise throughout the child's day in the school and through which health habits may be practiced, health knowledge impressed, desirable attitudes built, and social health adjustments made are listed as follows:

Transportation to and from school; activities before and after school; entering school for day's program; beginning the school day; the home room period; the daily schedule; morning playground period—physical education; getting ready for lunch; the lunch period; afternoon recess; drinking water during the day; attending toilet during the day; washing hands during the day; rest periods

*This section is based on *Analysis of Health Education in Guilford County* by Nettie Brogden, Rural Supervisor of Guilford County Schools.

for primary children; auditorium activities; clean and artistic surroundings; control of communicable diseases; physical examination; correction of physical defects; weighing and measuring; dismissal of school; after school activities for the school; preparation of school work at home.

DETAILED ANALYSES OF SOME OF THE ABOVE SITUATIONS

These analyses constitute a variety of opportunities for healthful practices—mental, emotional, social and physical.

a. *Entering School for the Day's Program—*

- (1) Children allowed to enter the building naturally—as people go about real business of the day—not standing in line or marching to count of music.
- (2) All entrances of school buildings used that entering groups may be smaller.
- (3) Children enter classroom naturally and take their seat—not waiting for a signal from teacher to sit in unison.
- (4) Attitude and personal appearance of the teacher reflect cheerfulness, neatness, and cleanliness.
- (5) Children given the opportunity to remove coats, heavy sweaters, overshoes, and hats.
- (6) Each child has a special place or hanger for his coat, hat, etc., and teacher observes that child uses space provided for him.
- (7) Teachers encourage children to keep closet space clean and neat by hanging coats, etc., properly.
- (8) Beginning with the third grade teachers, try to develop within children a consciousness of proper room ventilation by establishing the policy that whoever (teacher or pupils) reaches the classroom first in the morning will make an effort to ventilate the room properly for all the other members.
- (9) Teacher comments to class on good results of ventilation adjusted by pupils, or asks class if her own method of ventilation is desirable to all in the room.
- (10) Teacher asks one or more children to read the room thermometer to ascertain if the room is heated properly—adjustments made if possible.
- (11) On rainy days, teachers observe children for wet shoes or wet clothing and make efforts to have same dried as quickly as possible.
- (12) Children who appear anemic or extremely underweight urged by teacher to wear light sweater in the room on cold days, or sit near the radiator, and to eat more cereal or drink more milk on cold days.

b. *Beginning the School Day—*

- (1) A fifteen-minute period set aside at the beginning of each day to see that all children are prepared for the day's activities, and to build up favorable attitudes toward establishing desirable standards of personal appearance, physical and social health behavior.
- (2) The period a coöperative project between children and teacher based on informal discussion.
- (3) Attitudes, methods, and personal appearance of teacher radiate happiness, cleanliness, neatness, and inspire truthfulness, calmness, pride, self-respect, confidence, and free discussion.

- (4) The aim of each morning's discussion—to lead children to make their own decisions in regard to standards and practices involved in being ready for a day of activities of work and play.
- (5) This period not one of formal inspection, checking or keeping record of health rules, offering prizes and awards, or developing any form of contest.
- (6) Children who are not clean or whose personal appearance is undesirable given the opportunity to go to a mirror—preferably a full length one—to decide for themselves if they should make any changes in their appearance.
- (7) Symptoms of communicable diseases never made a part of the morning discussion with children, but teacher silently observes condition of children during the discussion period and quietly sends child to the principal when she finds it necessary.

NOTE: This time may be used to note results in connection with any special drive in which pupil responsibility is developed. New purposes and standards may be set up coöperatively.

c. *Physical Examinations—*

- (1) Children appreciate the nurse, doctor, and dentist as their friends.
- (2) All children have a thorough physical examination unless they have had one during the past year.
- (3) Parents have conference with the doctor after child has had a physical examination.
- (4) Holding Educational Clinics including Beginners Day. (See Educational Publication No. 149, State Superintendent of Public Instruction, Raleigh.)
 - (a) Each pre-school child given a physical examination including weighing and measuring in the presence of the parents.
 - (b) The physician consults with the parents as to findings and gives advice.
 - (c) All findings recorded on the history card.
 - (d) Each pre-school child given small-pox vaccination and toxin-antitoxin when permission was given by the parents.
 - (e) Each teacher weighs her pupils regularly each month.
 - (f) Shoes, heavy sweaters, and coats removed when being weighed.
 - (g) Heights taken at least twice each school year.
 - (h) Children above the second grade encouraged to take as much responsibility as possible for weighing themselves.
 - (i) Teachers assist pupils to develop skills and techniques in weighing program.
 - (j) Weight records in growth terms sent home on the monthly report card.
 - (k) Each teacher keeps a classroom height and weight wall chart—hung on the walls where all pupils may read easily.

d. *Correction of Physical Defects—*

- (1) Each teacher examines carefully the doctor's report of each physical examination noting all defects of nutrition, teeth, tonsils, adenoids, vision, and posture.
- (2) Each teacher discusses with parents the probable effect of the child's physical handicap upon his success in school.
- (3) Children have all remedial physical defects corrected.

e. *The Daily Schedule—*

- (1) Program in grades below third involving not more than twenty-five minutes of work unbroken by relaxation.
- (2) Program in grades above the third involving not more than thirty-five minutes unbroken by relaxation.
- (3) All grades allowed a playground period of thirty minutes in the morning—activities directed by the teachers.
- (4) All grades allowed a fifteen-minute recess in the afternoon.
- (5) All grades allowed thirty-five to forty minutes for lunch period.

- (6) Children of first two grades have a work, rest, and play program which includes the six-hour school day. This is strongly recommended where children are transported. A cot may be set up in some quiet spot for needed naps—news-papers protect clothes from floor.
- (7) First two grades allowed, in addition to play and recess periods mentioned above, other short recess or outdoor playground, relief or auditorium periods.
- (8) Attitude and methods of teachers inspire within children confidence and faith in themselves, honesty, cheerfulness, calmness, quietness, stable emotional habits, etc.
- (9) As far as possible work selected for all children to suit the mental age level, physical abilities, and interest span.
- (10) Good working habits encouraged by teacher's own methods of working and guiding child throughout all situations in the practice of neatness, cleanliness, completing tasks, helping others, sharing possessions, cheerfulness, bravery, and self-confidence.
- (11) Teacher develops the conscious feeling in children at the beginning of each work period—"Am I in a comfortable working position?" e.g., If child is seated his position should meet these standards:

Lower part of back resting against back of the seat.

Feet flat on the floor.

Arms bent at elbow, chest up, fingers resting on table or desk without changing height of shoulders.

- (12) Teacher prevents excessive fatigue in school work by:
 - (a) Guiding posture habits.
 - (b) Suiting work to mental age level and interest span.
 - (c) Variations in activities and length of periods.
 - (d) Giving big muscle activities in play periods.
 - (e) Proper room ventilation—temperature at 68 degrees F.
 - (f) Freedom of movement in the room and atmosphere of happiness and pleasure in working together.
 - (g) Providing for brief periods of relaxation of tense muscles—have children run quietly around the room, imitate rag doll, a fading or sleeping flower, or animal—lie with head and arms on the desk, dramatize sleep and lullaby songs. (See Physical Education—Mimetics.)

f. Getting Ready for Lunch—

- (1) School provides an opportunity for every child to wash his hands before the noon lunch by having a definite schedule for each class to go to the wash basins.
- (2) Schedule is so arranged that large children and small children are not in the toilet room at the same time during the hand-washing period.
- (3) Schedule is so arranged that there is little or no waiting in line between groups, but this activity of washing hands is performed quickly and efficiently.
- (4) Children who wish to use the toilet are given permission to do so while others who have been or who do not care to go are washing their hands.
- (5) Each teacher supervises her own group of children during the hand-washing period.
- (6) Children assist in the organization of getting ready for the lunch period by:
 - (a) Handing out paper towels.
 - (b) Holding faucet if necessary.
 - (c) Dispensing liquid soap from bottles when stationary container is not available.
 - (d) Seeing that every child puts soiled paper towel into waste-paper basket.
 - (e) Conducting their own activities in consideration of the group to facilitate better practices.

- (7) When the children are washing their hands, the stopper is not placed in the wash basin, but water is allowed to run freely from the faucet and out through the pipes.
- (8) Each child is given the responsibility for placing his own soiled paper towel in a waste paper container conveniently located for this purpose (preferably away from the wash basin) and teacher in charge of group sees that regulation is carried out by the pupils.
- (9) Mirrors are placed low on the wall (preferably full-length ones) away from the wash basin on the opposite end or side of the room or in the hall just outside of the toilet room.
- (10) Children are urged to clean their nails with individual orangewood sticks or tooth picks, nail file, or paper cleaner, if necessary, after washing their hands.
- (11) Group of pupils go immediately from the toilet room after hands have been washed to the school lunch room or cafeteria, or
- (12) Groups of children go immediately from the toilet room after hands have been washed to their classroom or some selected spot outdoors to eat lunch brought from home.

g. *The Lunch Period—*

- (1) The lunch room serves wholesome and nutritious foods at all times.
- (2) The lunch room is an educational center.
- (3) Children are taught during their health lessons how to select a balanced lunch. The lunch room serves as a laboratory for practicing this skill.
- (4) Places are provided for children to sit down to eat their lunch secured from school lunch room.
- (5) Where school has no lunch room children eat lunch brought from home in their respective classrooms.
- (6) Each pupil spreads paper napkin or squares of newspaper on his desk to catch falling crumbs.
- (7) Lunch period in the classroom is very informal—children are encouraged to talk and laugh in moderate tones.
- (8) Teacher silently observes types of lunches brought by the pupils with a view to discovering special or group instructional needs in nutrition.
- (9) Children are required to take at least fifteen minutes for eating their lunches—no one allowed to leave the room before this period is up.
- (10) When lunch is finished, children pick up any fallen crumbs, put soiled napkin in waste basket, and place lunch box back in the special place provided for it.
- (11) Playground activities are free and undirected by teacher during the remainder of lunch period.
- (12) Children are not allowed to play strenuously during the lunch period.

h. *Producing a Clean and Artistic Classroom Atmosphere—*

- (1) Classroom floors are cleaned every day by school janitor or class committee.
- (2) Teachers encourage children to keep floors clean as possible during the day.
- (3) Children are encouraged to keep paper from the floor that the room may always look neat and attractive.
- (4) Chalk trays are cleaned once each day by the janitor or the children.

- (5) Blackboards and erasers are kept clean.
- (6) Coats and hats of children and teacher are hung neatly on hangers in the closet provided for them.
- (7) Unused books and supplies are stacked neatly in the closet. (No accumulation of old papers, etc., in the closets for fire hazards or rat nests.)
- (8) Window glasses are kept clean.
- (9) Books, papers, flowers, etc., are artistically and neatly arranged on the teacher's desk.
- (10) Pupils are encouraged to keep their books and supplies in a neat and orderly condition in their desks.
- (11) Pictures are hung low enough on the wall where pupils may enjoy them.
- (12) Shades are arranged so as not to keep out any light which is necessary for adequate lighting.
- (13) Shades are kept clean.
- (14) Teachers encourage children to assume as much responsibility as possible for the appearance and care of the school room.
- (15) Posters and exhibits of all kinds, not related to present interests and purposes of class are removed.

i. *Control of Communicable Diseases*—(See page 390.)

- (1) Every morning each teacher silently observes the pupils for any outstanding symptoms of communicable diseases.
- (2) During the school day when the teacher observes any symptoms of communicable diseases the child is sent to the principal's office or to some segregated portion of the school.
- (3) Principal and teachers cooperate with the county nurse and physician in their efforts to control communicable diseases.
- (4) County nurse or physician is notified by the principal or teachers of any cases of communicable diseases which may appear in the school or community.
- (5) When one or more cases of a communicable disease appear in the school or community all of the teachers make an effort to prevent an epidemic by:
 - (a) Notifying county physician or nurse.
 - (b) Learning from the nurse or physician the early symptoms of the particular disease.
 - (c) Observing the group of children each morning and throughout the day for the appearance of these symptoms.
 - (d) As far as possible isolating the children with the early symptoms from the other members of the group.
 - (e) In the upper grades, teachers explaining the early symptoms of the disease to the pupils (not in a way to frighten them) and enlisting their cooperation to keep themselves from exposure and help younger brothers and sisters to do likewise.
 - (f) Encouraging the Parent-Teacher Association to help prevent the spread of the disease by explaining to them the practices of the school and enlisting their cooperation in the control of the disease.
 - (g) If immunization is available for the disease teachers explaining the process to the children and trying to create a desire for protection.
 - (h) Securing pamphlets on the particular disease from the County Health Department. (Children study these pamphlets in school in connection with some of the school subjects and are asked to take them home to their parents to read.)
 - (i) Teachers urging children to get more sleep and rest; to eat wholesome foods and regular meals; to have good body elimination, and to observe more carefully rules of healthful living that the body may have a greater resistance to the communicable diseases.
 - (j) If cases of communicable disease from the school or the community are quarantined, teachers making an effort to explain to the pupils the value of the quarantine and to build up an attitude for its strict observance.
- (6) The school makes an effort to enlist the cooperation of the home in all matters of communicable disease by explaining the importance of keeping children at home when symptoms

of communicable disease are appearing, and by keeping children from school long enough to fully recover after an attack of a disease.

- (7) The school coöperates in every way with the County Health Department in its efforts to control communicable disease through immunization.
- (8) Before measures are taken in the school by the County Health Unit for the immunization of children against communicable diseases teachers explain the value of this treatment or test; have the children study something about how the serums or anti-toxins are made; how the tests or inoculations will be given; and build up favorable attitudes for the immunization.

j. *The Morning Playground Period—*

- (1) Playground space sufficient for each teacher to direct her own group of pupils in ring or ball games, relays, etc., without interference from other groups on the playground.
- (2) Each teacher assigned a definite part of the playground for the activities of her group.
- (3) Where playground is not sufficient for all teachers to have their groups in active play at one time, different periods of the morning assigned to specific grades for playground activities.
- (4) In small schools, boys and girls of first four grades have their morning playground conducted together by their home-room teachers.
- (5) Boys and girls of fifth, sixth and seventh grades have activities conducted separately under the direction of teachers or prepared pupil leader of these grades.
- (6) Thirty or more minutes given to the morning playground period.
- (7) Children given the opportunity to go to the toilet before beginning of play period.
- (8) Children given five or eight minutes at end of the play period to get a drink of water—all playground activities cease during this latter few minutes.
- (9) Attitudes and methods of teacher reflect vitality, joy, and love for play and an understanding of children, desire for play, inspire confidence, courage, bravery, truthfulness, fair play and all elements of good sportmanship.
- (10) Teacher has definite plan for games during the playground period as she would for any well-prepared lesson in the classroom.
- (11) Teacher knows all the rules of the games to be played, gives directions quickly and accurately, insists on fair play, by enforcing the rules, keeps every child actively engaged in big muscle activity during the play period, and starts new or different games before children begin to tire of the same game.
- (12) Games and activities are selected to meet the age-level, interest span, and psychological development and abilities of the groups of children.
- (13) Children who are emotionally unstable, extremely underweight, anemic and with pronounced devitalizing physical defects given less strenuous activities than other members of the groups; not allowed to participate in exciting competitive events; encouraged to have defects corrected and to select activities to meet his needs.

- (14) Strenuous and active games at the beginning of the play period and more quiet and less active games near the end of the period to give the body opportunity to cool off gradually. Outdoor exercise always given when weather permits and when playground is not too damp or too dusty.

C. ***Some Natural Situations Which Arise Throughout the Child's Day in the Home:** Getting up in the morning; preparation for breakfast; at the breakfast table; preparation for school; starting to school; arrival at home after school hours; the play period; preparation for supper; at the supper table; after supper and recreation; getting ready for bed; in bed.

NOTE: That part of a school child's day at home should be marked by wholesome living, and these practices should conform as nearly as possible with the healthful practices which the schools are giving the children an opportunity to live. If children are required to eat with clean hands in school, the same practice should hold true at home. It is only when health habits are practiced uniformly at all times during the day, and every day, can we expect children to develop a wholesome type of living. The school and the home should cooperate in developing desirable health habits on the part of the school child.

Analysis of the Preparation of the School Lunch—

- a. Much thought is given their school lunch.
- b. Children who are large enough help with the preparation of school lunches.
- c. The school lunch is made as attractive as possible, such as:
 - (1) Food wrapped in oil paper.
 - (2) Packed in clean tin lunch box or bag.
 - (3) Paper napkin or extra wax paper on which to spread lunch when removed from package.
 - (4) The school lunch consists of a bottle of milk, a fruit, a couple of sandwiches and cookie, or their equivalent.
 - (5) Children who buy lunches at school are encouraged to select wholesome food.

References: Subject Matter in Health Education—Strang. Bureau of Publications, Teachers College, Columbia University.
Health Science and Health Education—Buice. John Wiley Sons.

II. Outline of Work by Grades for Period to be Given to Definite Instruction and Training in Health.

GRADES ONE, TWO, AND THREE

Specific Objectives:

To develop a proper attitude toward health behavior.

To make automatic, in so far as possible, the fundamental health practices. A brief statement of the most important ones are found in the following "Rules of the Game":†

- Have a full bath more than once a week.
- Brush the teeth at least once a day.
- Sleep long hours with the windows open.
- Drink as much milk as possible but no coffee or tea.
- Eat some vegetables or fruit every day.
- Drink at least four glasses of water a day.
- Play part of every day out-of-doors.
- Have a bowel movement every morning.

To discover and utilize every available means for meeting the nutritional needs of primary child.

To protect the primary child from common communicable diseases.

*From *Analysis of Child's School Day in the Home*—Etta Burke, President Parent-Teachers Association, Guilford County.

†A. C. H. A.

General Procedures:

WEIGHING AND MEASURING and the *EVERY-DAY HEALTH REVIEW* constitute two routine procedures which have a bearing on all phases of health instruction; therefore, full directions are given here for carrying them out in all grades.

"HEIGHT"—Use a measure fastened to the wall if scales have no measuring provisions. A firm paper tape with inches divided into fifths is practical. Remove shoes, stand as tall as possible, with back against the wall, heels and head touching the wall. Use an empty chalk box placed flat against the tape and dropped until it touches the head gently but firmly. Record the height on the individual weight card to the nearest fifth of an inch. Height is usually taken twice a year, in September and February.

"WEIGHT"—Stand quietly in the center of the scale platform. Record the weight to the nearest fourth of a point. See that all wraps, sweaters, and shoes are removed. The children should know a day in advance when they are to be weighed. Weigh the children at the same time of day each month.

"OBSERVATIONS AND RECORDS"—To determine normal weight the age and height are necessary. Normal weight is the average weight of a group of normal, healthy children of a given age, and sex. It is much more important to determine whether the child is growing regularly than to emphasize a slight deviation from normal weight. Individual weight cards, blue for boys and buff for girls, are convenient. If weight cards are carried to the scales by the children, the weighing is expedited. These records should provide for recording heights, monthly weights and gains. When possible the individual weight cards should be sent home as are the academic reports. Wall charts for recording age, height, and monthly gains of pupils should be kept for every class. They are valuable when checking the growth progress of the class and are usually the only means of replacing individual records when lost. The child should carry home the records of his weight and gain. Each child should realize as clearly as possible which habits promote his growth and which prevent his growth. Individual or class posters which show a picture record of gains are good teaching material for interesting the class in growth. Failure to gain for a month or two is not a serious matter, but a failure to gain for three months or more is the result of a cause which usually can be found by an interested teacher or nurse. Frequently it is possible to advise a change in the daily habits which will markedly improve the health of the child. Two steps have been found desirable: first, to make sure that the child is in training for health, and second, to review the child's health practices for the preceding twenty-four hours. *The success of weighing and measuring will be determined by the interest which it arouses in the children in growing and in doing things which will help them to grow. Its value is also measured by directing the attention of the teacher to the children who have not grown for three or more months and who need special attention.*

Hold regularly an *EVERY-DAY HEALTH REVIEW* of at least 60 minutes per week. In higher grades perhaps 30 minutes should be given to inspection. At this time the following items may be cared for as needed:

*From the Cleveland Tentative Outline in Health Education for the Elementary Schools.

Creating a desire to practice a new or stress an old health habit need through discussion, stories, pictures, or any other interesting means.

Emphasizing health practice rewards in terms of bigger, stronger children.

Greeting children and checking evidences of good or poor health as they assemble.

Helping pupils to establish new standards, new purposes, and to check their accomplishments in such a way as not to embarrass unfortunate children.

Definitely instructing groups or individuals in nutrition or any other needed subject following weighing, measuring, or other check-up.

Conducting when necessary to the clean wholesome life of the group, with or without the assistance of the class, a *daily inspection* that includes the following points:

Cleanliness—Hands, faces, nails. (In these grades children may need help with their nails. Teach them use of tooth-pick or orange-stick. Handkerchiefs may be interpreted to include any clean, white cloth or soft paper napkin.)

Neatness—Smooth, brushed, clean hair without pediculosis; clothing clean; buttons fastened; shoestrings tied; and neckties and stockings on straight and fastened.

Specific Suggested Method of Procedure and Standards in Outcomes:

I-A. *Some approaches and activities that relate to the life experiences—eating, drinking, eliminating body waste.*

Study interests and incentives; select those most likely to appeal to your class. Study sources of information and illustrative material.

Make a health habit survey using outcomes listed below as a check to discover health needs (page 379).

Keep a chart for recording results in weighing and measuring and watch for gains, placing emphasis on growth of individual.

If possible, introduce a mid-morning milk or sandwich lunch for those who need it. Encourage and provide for use of cream soups, cocoa and other foods containing milk.

Develop a study of milk showing its care, uses, and marketing. Visit a dairy.

Plan a picnic or a party emphasizing milk, cocoa, and lemonade as good drinks, instead of coffee, tea, or other drinks such as are usually obtained at soda fountains which interfere with regular hours and good foods.

Set up problems to find what foods make kittens grow? Dogs? Babies?

Grow a plant or animal. Strengthen clear ideas of good foods by drawings, paintings, poster-making, chart-making, paper-cutting.

Where there is no cafeteria or lunch room, mount pictures of different foods or model them and practice selecting suitable foods.

Make "Health Parade of Good Breakfast Foods" on sand table.

Plant garden, and raise health foods. Emphasize sunshine, water, and other factors influencing growth. Develop a real grocery or market for vegetables if needed, or a toy one for play.

Estimate the cost and plan a good breakfast, lunch, and dinner for a child in a given grade. Be sure to speak in terms of available foods (e.g., many children can have "jarred up tomatoes" but not

oranges; they may have turnip greens or collards or cabbage, when spinach or celery are not available).

Study foods in other lands; bring out diets necessary for people of different countries where conditions are different.

Keep a daily diary record of food eaten.

Make all the possible foods from the apple and grape including cider and vinegar. Make jelly from sweet cider. Show part vinegar plays in preserving fruit. Use alcohol lamp if necessary.

Use original dramatizations as approaches. For example, children often spontaneously "play doctor." From this could come much in discussing "Why go?" and "What will he do?"

Make the most of the school lunch period. (See page 274.)

Organize information in a health book. Illustrate with due regard for art principles.

Stress being fair to one's own body by treating it as a fine mechanism.

Utilize sand table representations to clarify ideas.

After activities are selected weave into them reading and language activities to secure supporting information and create interest in health activities.

Stress physical fitness as an ideal to call forth participation in games and all health activities.

Study carefully outline on Elementary Science for genuine nature materials around which health interests naturally center.

Carefully supervise relief and regular recess periods which are designed for toilet duties, water, or light lunches.

Check carefully for growth in the desired outcomes, remembering that the worth of any activity is measured by the desirable outcomes evidenced in the changed behavior of the individual.

I-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed in connection with the activities related to eating, drinking, and eliminating body waste with sources of supporting information and illustrative materials.*

*1. With special reference to the Malden Health Series:

Drinks milk but no coffee or tea III-13; IV-4; V-7; VI-3

Eats some vegetables or fruit every day
..... III-15, 16; IV-4; V-9; VI-3

Has a bowel movement every morning
..... III-18; IV-3; V-12; VI-11

Drinks at least four glasses of water a day
..... III-6; IV-3, 4; V-9; VI-3, 11

Determines weight regularly III-4; IV-10; V-24; VI-3

Selects a diet rich in tooth-building material
..... III-7; IV-5; V-14; VI-8

Eats some food requiring vigorous (green vegetables)
mastication III-17; IV-5; V-14; VI-3

Likes milk, dark breads, green vegetables,
whole grain cereals III-12, 13, 15, 16; IV-4; V-9; VI-3

Avoids sweets except at end of a meal
..... III-18; IV-4; V-13; VI-10

Eats at regular times III-18; IV-4; V-13; VI-10

Eats a good breakfast each morning III-12; IV-4; V-8; VI-10

*NOTE: This list and those following have been checked and supplemented with the items of Health Behavior Scales (Wood-Lerrigo).

b. For the teacher:

O. H. H. 15, 33, 38, 73, 82, 89, 131, 141, 148.

M. L. I. All About Milk (free).

Buice: Health Science and Education—John Wiley, New York City, VIII, IX, XIII.

Diet for the School Child, 5¢—Supt. of Documents, Washington, D. C.

Greer: Foods and Home-Making. Allyn. (High School Text, Home Econ.)

Harris and Lacy: Every-day Foods. Houghton. (High School H. E. Text.)

Unit Course of Study in Nutrition, Grades I-VIII. American National Red Cross, Washington, D. C. 60¢.

L. O. H. 58-75, 183, 362.

H. B. p. 62.

Crissey: The Story of Foods—Rand.

Health Road—(Manual-World).

Gast-Skinner: Fundamentals of Educational Psychology—Chapter XV.

I-C. *Concepts to be gained in connection with activities related to eating, drinking, and waste elimination.*

1. One should drink four glasses of water each day to help in digestion and the necessary elimination of body waste.
2. One should drink at least three glasses of milk every day because (1) it contains what the body needs; (2) it satisfies hunger and thirst; (3) it makes one grow; (4) it is best food for making teeth strong and white.
3. It is not good practice for children to drink tea or coffee or commercial drinks because (1) they destroy the appetite for real foods; (2) they do not help one to grow; (3) they are habit-forming; (4) they keep children from being healthy and happy; (5) they often prevent one from resting well because they give too much stimulation to sources of energy.
4. Foods that *help* children to grow are milk, green vegetables, cooked cereals, hard breads, stewed or fresh fruit. They also help to prevent one from needing medicines.
5. Some of each should be eaten every day.
6. Chewing hard, coarse foods such as whole wheat bread (or corn bread) helps to keep the teeth in good condition.
7. A good menu: (1) a maximum of vegetables, fruits, cereals, and milk; (2) a minimum of sweets, meats and pastries; (3) no tea or coffee.
8. It is unwise for children to use tobacco, because (1) it costs money that should be used for food, clothing, or other needs; (2) it breaks down will-power; (3) it is habit-forming; (4) it is an unattractive practice.
9. Every child should eat fruit (1) to get energy; (2) to help growth. (Fruit may mean canned tomatoes or any kind of canned fruit, dried peaches, apples, kraut juice, canned grape or other fruit juices.)
10. A child should eat a warm breakfast every day unless doctor or nurse forbids.

11. A good breakfast consists of milk, fruit, coarse bread, a hot cereal, and perhaps an egg. (Hot cereal may mean grits, "mush," hominy, rice, etc.)
12. Every child should eat vegetables because (1) they aid digestion; (2) they contain minerals and lime for bones and blood; (3) they furnish energy; (4) they help elimination. (Vegetables may mean collards, turnips, rape, kale, dried beans or any "homely" garden products which need to be popularized as good foods.)
13. Eat regularly and not between meals so that the stomach will have both work and rest.
14. Fats are good for people in cold climates; fruits and vegetables in warm ones.
15. Exercise and play in open air help digestion of foods.
16. Self-control is essential to the happiness of the individual and the group.

II-A. *Some suggested approaches and activities that relate to the life experiences—sleeping and resting.*

Survey sleep and rest habits. (See pages 379-80.)

Help pupils to make sleep posters. Organize a Sandman Club. Point out fact that too much food prevents restful sleep. Point out fact that coffee and tea often prevent restful sleep. (Study results and decide on plans to accomplish objectives.)

Weight and measure; keep records and compare sleep and rest habits when growth results are unsatisfactory.

Stress physical fitness for play and good feeling.

Provide rest periods in school. Work for coöperation of home in securing proper rest conditions and practices.

In the construction of homes for self—for dolls—stress rest and sleep as important factors of growth.

In connection with nature study interests show how plants and animals rest and sleep.

If there has been no decided change in type of school activity for over thirty minutes, introduce relief periods during which children stretch and relax for two minutes. (See Physical Education—Mimetics.)

Observe signs of irritability and sleepiness and set up conditions to overcome these. Help child to see relationship.

Set up means for checking outcomes and do this fairly regularly remembering that the value of any activity is measured by the degree to which it contributes to desirable outcomes shown in changed behavior.

II-B. *Some desirable outcomes—habits, attitudes and appreciations—that should be formed in connection with sleeping and resting with sources of supporting information and illustrative material.*

1. With reference to the Malden Health Series:

Sleeps long hours with windows open

Drinks as much milk as possible but no coffee or tea

III-4; IV-1, 2; V-3; VI-2
III-13; IV-4; V-7; VI-3

Determines weight regularly.....	III-21; IV-7; V-21; VI-3
Keeps erect when standing, walking or sitting	III-21; IV-7; V-21; VI-3
Has a regular bedtime.....	III-21; IV-7; V-21; VI-3
Uses a low pillow or no pillow.....	III-21; IV-7; V-21; VI-3
Takes a relaxed position for sleeping or resting	III-21; IV-7; V-21; VI-3
Uses sufficient light warm cover but not too much	III-21; IV-7; V-21; VI-3
Eats only light meals before sleeping.	III-21; IV-7; V-21; VI-3
Relaxes during rest periods at school or at home	III-18; IV-7; V-21; VI-3
Avoids reading while lying down.....	V-26; VI-3
Does not sacrifice sleep for reading, movies or evening play.	
Is sensitive to bad air.	
Likes to have the windows open.	
Rises promptly at a regular hour.	
Alcoholic drinks, narcotics, coffee, and tea often interfere with rest.	

2. Additional sources:

a. For the pupil:

- O. D. L. III, 115.
- Go To Sleep Story—Child World Manual.
- Address: A Journey to Healthland—Ginn.
- B. G. W. (whole text).
- Beeson: The Health Game—Bobbs-Merrill.
- Moulton: Brownies Health Book—Little-Brown.
- Outdoor Story Book—Pilgrim Press.
- L. S. I-19, 23, 56.
- L. S. II-2, 45, 96.
- L. S. III-11, 22, 87.
- S. H. H. 104, 149.
- Story Hour Reader—I, 1.
- Child's World Primer, 17-24.
- Open Door, 8, Elson Book, II, 7.
- Goops—3.
- The Land of Story Books—R. L. Stevenson.

b. For the teacher:

- Hill: A Conduct Curriculum—Scribner's, \$1.25; Reynolds: Rest and Sleep—National Tuberculosis Association, New York, 5¢; H. H. Book I; N. H. L. I XV, XVI, XVIII; O. H. H. 45, 103, 168; Buice—198; Lummis-Schawe: Guide for a Health Program—Teachers' Manual, World Book Co.

II-C. Concepts to be gained in connection with sleeping and resting activities.

1. Sleep and rest help young animals and children to grow.
2. Sleep and rest give the child a chance to get strong again after he has grown tired.
3. Children rest better when asleep if they sleep alone and with their windows open or in the out-of-doors.
4. Sleep is more restful in a dark, quiet place than in a bright, noisy place.
5. When other people are sleeping or resting, children should try not to disturb them.
6. Tea and coffee, tobacco and alcohol keep one from resting completely.

7. It is better to go to bed early in summer.
8. Lack of sleep will cause nervousness.
9. One should sleep about eleven hours (grades 1-3).
10. One should retire at a regular hour.
11. One should rise at a regular hour.
12. Light bed covering with no pillow is the best way to sleep.
13. Fresh air comes in at bottom of window and stale goes out at the top.
14. The distance windows should be kept open depends upon the size of the room, season of the year, the wind, and number of people in the room.

III-A. *Some suggested approaches and activities that relate to child-life experiences connected with making a good appearance—posture, cleanliness and neatness of person, cleanliness and appropriateness of clothing, cleanliness and order of the environment.*

Make a study of the postural, clothing, and cleanliness habits of the class. List needs. Decide what can be done with available resources.

Develop idea of proper clothing adjustments when the temperature changes suddenly.

Discuss what to wear in cold and hot weather.

Develop ideas of differences in day and night temperature and how they are to be met.

Develop proper ideas of how to prepare for rain, sleet, snow, etc.

Use interest in family life and doll care to teach facts and create right attitudes about clothing.

Develop appreciation of good posture by tactfully calling attention to examples of alert, happy enthusiastic members of their own group and older people. (National Welfare Association prints good posters.)

Study clothing and shelter in connection with social studies.

Make and keep inspection records (see pages 279, 380) to discover needs in the care of clothing and person. (A mirror is a great stimulus.) Reward looking well.

The lunch period, assembly program, and all forms of entertaining afford opportunities for establishing good health habits and clear ideas of the desirable response and the basis for same. The city, store, or other activity may well include the beauty parlor, shoe-fixery, dry cleaning establishment, or any other business that has improving general appearance as the main spring of its endeavor.

In the nature study projects emphasize cleanliness. Study cleanliness habits of wild birds and animals.

With dolls or babies demonstrate how a good bath is given.

Discuss with children the condition of bowls and toilets, keeping them clean, proper use of each—prevention of wasted water, towels, and soap—proper disposal of used materials. Demonstrate these points.

Demonstrate correct way to wash hands, correct use of handkerchief and tooth-brush.

A chart for recording names of those having *clean teeth* (not brushed) will stimulate brushing.

Deal directly with the problem of curing chapped hands (see page 288).

Organize personnel of class into room or school committees which are responsible for the cleanliness of floor, desks, halls, toilets, lavatories, and grounds.

Carefully check outcomes, remembering that the worth of any activity is measured by desirable changes in behavior.

III-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed in connection with life experiences related to cleanliness and making a good appearance with sources of supporting information and illustrative material.*

1. With special reference to the Malden Health Series:

Wears rubbers at appropriate times

III-24; IV-12; V-18; VI-3

Removes rubbers and overshoes indoors..... V-18; VI-3

Wears shoes of proper size and shape..... V-18; VI-3

Keeps clothing as clean as possible

III-24; IV-12; V-15; VI-2

Removes extra wraps indoors..... III-23; IV-10; V-25; VI-

Keeps wraps and clothing neatly and in proper place

III-24; IV-12

Removes and airs all day clothing at night

III-24; IV-7; VI-12

Wears loose, comfortable clothing..... III-23; IV-10

Adjusts clothing to temperature and weather

III-23; IV-12; V-25; VI-13

Removes damp clothing promptly; warms body if chilled

IV-12; V-25; VI-13

Puts on extra wraps if warm after exercise

IV-10; V-25; VI-3

Has clean clothing at least twice a week..... V-15; VI-12

Wears underclothing suitable to climate and season..... V-25

Enjoys clean fresh clothes.

Has a full bath more than once a week

III-7; IV-3; V-15; VI-12

Brushes the teeth at least once a day

III-17; IV-5; V-14; VI-8

Washes the face, neck and ears daily

III-7; IV-3; V-15; VI-12

Rinses and dries the skin thoroughly

III-7; IV-3; V-15; VI-12

Uses one's own towel and wash cloth and keeps them clean

III-9; IV-3; V-15; VI-12

Washes hands before eating or handling food

III-9; IV-3; V-15; VI-12

Washes hands after using toilet..... III-9; IV-3; V-15; VI-12

Keeps all nails short and clean..... III-7; IV-3; V-15; VI-12

Refrains from biting nails or picking hang-nails

III-7; IV-3; V-15; VI-12

Keeps hands and materials away from the face

III-9; IV-3; V-15; VI-13

Brushes and combs hair daily..... III-8; IV-3; V-15; VI-12

Uses one's own comb and brush and keeps them clean

III-8; IV-3; V-15; VI-12

Has the hair washed at least once in two weeks

III-8; IV-3; V-15; VI-12

- Covers coughs and sneezes with a clean handkerchief
 III-19; IV-3; V-15; VI-13
- Carries a clean handkerchief every day
 III-19; IV-3; V-15; VI-13
- Washes the ears carefully
 III-7; IV-3; V-15; VI-12
- Avoids exchanging food or eating food picked from floor
 III-9; IV-12; VI-18
- Prevents ingrowing toe nails by proper care
 IV-3; V-18; VI-3
- Washes feet regularly and wears clean stockings
 V-15; VI-3
- Gives the feet vigorous exercise
 V-18; VI-3
- Keeps shoes clean and polished
 V-15; VI-3
- Keeps shoes, especially heels, in good repair
 VI-3
- Wears stockings of proper size
 VI-3
- Feels uncomfortable with dirty teeth.
- Keeps clothes clean.
- Does not wear garters or bloomer elastics too tight.

2. Additional Sources—

a. For the pupil:

- | | |
|-------------------------------|----------------------------|
| O. D. L. III, 23. | H. H. I—116. |
| Animal Way—C. I. | Child's World—I, 78. |
| The Most Wonderful House | Open Door—8. |
| in the World. Haviland— | Around the World with |
| Lippincott. | Children—2. |
| L. S. I—9, 19, 53, 78. | Goops—85, 7, 59. |
| L. S. II—14, 24, 43, 60, 90. | Facts and Story Reader—II. |
| L. S. III—22, 45, 46, 52, 75. | Part III—Keeping Clean. |

b. For the teacher:

- O. H. H.—7, 6, 5, 12, 122, 181.
- N. H. L.—XI, XII.
- L. O. H.—30, 51, 85, 90, 91-2, 256, 296, 309.
- H. P. E.—58, 59.
- Outline for Cleanliness—C. I.—Buice—XI, V, I, II, III.

III-C. Concepts to be gained in connection with cleanliness and clothing experiences.

1. Clothing helps to keep a person warm.
2. Clothing should be heavier in cold weather than warm.
3. Wet clothing makes one cold and therefore it should be removed or dried as soon as possible.
4. Too much clothing makes one too hot.
5. Tight garters are harmful.
6. Shoes should be comfortable, have low heels, broad toes, and straight inside line.
7. Clothing should be clean and neat.
8. Clothing should be comfortably fitted.
9. The child should know how to brush the teeth.
10. Keeping the teeth clean by brushing them helps to prevent them from decaying and causing tooth-ache.
11. The teeth should be brushed at least twice a day, and always after the evening meal or before going to bed.
12. Drying hands carefully after washing prevents chapping.
13. Biting nails makes them ugly.
14. Good manners demand that coughs and sneezes be covered.
15. Soiled clothes, handkerchiefs, etc., are offensive to others.
16. Warm bath and soap are necessary for cleaning the skin.

17. Drinking plenty of water, eating bulky foods, and exercising help the body to eliminate waste and are, therefore, cleanliness measures.
18. See outline on communicable diseases, etc.

IV-A. *Some approaches and activities that relate to life experiences which tend to prevent or injure health—communicable diseases, infection, insanitary conditions, accidents, and physical defects.*

Set up ideals for physical fitness, and success in playing and stunts. (See the course in Physical Education.)

Initiate excursions, traveling clubs, and hiking or walking clubs.

Investigate cause of epidemics of colds, measles, etc.

Study science or nature study projects in a very simple way, such as: Animal parasites and insects that may transfer disease.

Whenever possible arrange for friendly visits of doctor, nurse, or dentist.

Study weighing and measuring results to find probable physical defects.

Whenever an examination is made, study carefully defects in nutrition, teeth, tonsils, adenoids, vision, etc., with a view to co-operating in their correction in school work and informing and urging parents to have these matters cleared up. Give child only the simplest facts.

Make a survey to discover cases of truancy, nervousness, squinting, listlessness, and mouth breathing. Where it is practicable consult with parent and physician. Determine whether or not inattention is in any way connected with defective hearing or eyesight.

Check for smallpox, typhoid, and diphtheria immunizations and endeavor to secure coöperation of pupil and parent to have a 100 per cent record in this respect.

Coöperate with quarantine regulations.

Where helpful, children, teachers, and doctors may coöperate in writing letters to parents telling them of the children's health needs.

Secure when practicable pupil coöperation in regulating ventilation and heat.

In the Every-Day Health Review look for symptoms of communicable diseases, such as coughing, sneezing, running nose, or rash. Teach methods of control.

Tell children about germ-laden dust and smoke in the air which is partly prevented from entering the lungs if one breathes properly through the nose.

Demonstrate safety first measures—how to come to school safely: the right way to cross a street, a road, an intersection; what to do in case of fire, bruise, cut, shock, poison, or other accident, etc.; dangers from gas (automobile and stove) and electricity.

Check outcomes and compare with those below.

IV-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed in connection with life experiences which tend to injure or prevent health with sources of supporting information and illustrative materials.*

1. With reference to the Malden Health Series:

- Washes hands before eating or handling food
 Washes hands after using toilet
 Keeps nails short and clean
 Refrains from biting nails or picking hang-nails
 Uses one's own comb and brush and keeps them clean
 Breathes through the nose with the mouth closed
 Covers coughs and sneezes with a clean handkerchief
 Uses a toothbrush of proper size shape and stiffness
 Uses one's own toothbrush
 Cares for the toothbrush properly
 Refrains from biting hard objects
 Visits a dentist twice a year
 Avoids rubbing the eye
 Reads only in proper light
 Holds work in correct position and at correct distance
 Avoids looking at the sun or other brilliant light
 Refrains from putting anything in the ears
 Prevents colds if possible
 Vaccinates against smallpox, typhoid, and diphtheria
 Takes care of small cuts and scratches immediately
 Keeps screen doors closed
 Uses a door mat when necessary
 Understands and exercises precautions in the use of gasoline machines, electric fixtures, etc.
 Blows nose gently without closing nostrils
 Refrains from striking other people's ears
 Uses clean handkerchiefs and keeps hands off face
 Does not rub or strain eyes
 Wears glasses if supposed and keeps them clean
 Knows and obeys traffic rules
 Knows and practices correct ways of boarding and leaving a car
 Stays away from homes of others when there is communicable disease
 Coöperates with quarantine regulations
 Crosses streets only at corner and at right angles.
 Crosses only when traffic movement is favorable and looks in both directions.
 In crossing, looks "left"; crosses to center and then looks "right."
 Waits for the policeman's signal (where traffic is regulated).
 Keeps to the right.
 Does not play around railroad tracks.

- Does not lean out of the window of a car, or put any part of the body out.
- Does not play with matches.
- Keeps at safe distance from bonfires.
- Does not handle gasoline, kerosene, or other highly inflammable substances.
- Does not handle firearms.
- Does not slide on thin ice.
- Paddles and wades only in safe places.
- Picks up playthings and other articles to prevent falls.
- Helps to keep stairways free from obstacles.
- Walks carefully on slippery surfaces.
- Refrains from putting inappropriate articles into the mouth.
- Refrains from eating unknown berries, fruit, pills, etc.
- Refrains from handling gas fixtures.
- Avoids fallen wires, electric cables, etc.
- Put nails and puncturing objects where they can do no harm.
- Learns to use scissors, needles and pins properly.
- Does not tease animals.
- Recognizes poison ivy and other common poisonous plants and avoids them.
- Is able to give name, address, and telephone number.
- Calls older person to help in case of accident.
- Avoids getting dirt into cuts and wounds — III-10; VI-12
- Knows what to do in case clothing catches fire — III-25; IV-8; V-27; VI-3
- Knows when the room is too warm or too cold — VI-13

2. Additional Sources—

a. For the pupil:

- L. S. I—9, 56, 54.
- L. S. II—5, 11, 17, 29, 45, 60, 71.
- L. S. III—24, 32, 75, 85, 87, 148.
- Bailey: Sure Pop etc.
- Goops—73; H. H. I. 1.
- Bolenius 160, 225—Third Reader.
- Up and Doing—Gage—Mentzer-Bush.

b. For the teacher:

- What Every Teacher Should Know About Their Pupils. Rogers.
- Healthyland. American Medical Association, 535 North Dearborn St., Chicago, Ill. \$1.50.
- Physical Defects of School Children—Rogers. Government Printing Office (free).
- O. H. H.—7, 22, 28, 33, 49, 65, 93, 99, 107, 133, 159, 168.
- L. O. H.—85, 98, 91-2, 256, 296, 309, 310, 105, 9, 151, 178, 265-6, 190-2, 255, 284, 199-213, 226-42.
- A Tale of Soap and Water—C. I.; P. P. H.
- Buice—I, II, III, IV, V, VI, XI, XII.
- Your Child's Teeth—Howe. Government Printing Office, Department of Labor (free).
- Radio Talks of Teeth. U. S. Public Health Service. Treasury Department, Washington, D. C.

IV-C. *Concepts to be gained in connection with life experiences which tend to prevent or injure health.*

1. Growth is a sign of health in all young animals and children, and weighing and measuring help to show whether or not a child is growing enough.

2. The child should wash his hands before eating to diminish chance of communicable diseases.
3. One should know correct posture for sitting, standing, walking, and lying.
4. Living in the sunshine and fresh air helps children to grow strong.
5. The thermometer should not be higher than 68 degrees F. when the buildings are artificially heated.
6. The children should use only their own towels, wash cloths, comb, brush, toothbrush, and other toilet articles.
7. Children should wash their hands after visiting the toilet.
8. Feet and stockings should be clean.
9. Keep the teeth clean; brushing them helps to prevent from decaying.
10. Chewing coarse hard foods helps to keep them in good condition.
11. The nose should be blown gently.
12. Sneezing and coughing in other people's faces may make them ill.
13. Neither a too loud nor a too low voice is pleasant.
14. One should not strike a person on the ear.
15. One should not put things in the ears.
16. One should not rub the eyes.
17. One should not lie down to read and one should arrange the light to come from the left for reading.
18. Vaccination against smallpox is the most effective way to prevent the disease.
19. One may be protected from diphtheria, scarlet fever, and typhoid fever by vaccination.
20. Keeping the hands clean, drinking clean milk and water, and eating clean food help to keep children well.
21. One should not use public towels, common drinking cups, or another's toilet articles.
22. Flies and mosquitoes should be destroyed.
23. Wounds should be kept clean.
24. One should look carefully to right and left before crossing a road or street.
25. One should understand the traffic signals and cooperate with them.
26. Poison ivy is like Virginia Creeper but the leaves have three sections instead of five.
27. Poison oak is a tender looking, reddish stemmed, stubby plant with white juice.
28. If wounds are not kept clean infection usually sets in.
29. Keeping the school house clean helps to keep children well.
30. When children put pencils in their mouths, sometimes a disease germ on the pencil may make them sick.
31. One should let the fountain run a few minutes before drinking, and not touch the lips to the fountain.

V-A. *Some suggested approaches and activities which relate to child experiences involving posture, exercise and play.*

Ideals of well-being and desires for same can be stimulated through:

- Supervised play
- Free play
- Curricular experiences calling for big muscle activities
- Lunch periods
- Excursions
- Walking to and from school
- Walking in the classroom
- Writing
- Approval of others and other instructive impulses
- Stories
- Setting a good example
- Every-Day Health Review Check

See outline of activities under section devoted to Physical Education.

Check by outcomes listed below.

V-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed in connection with experiences involving play and exercise with supporting information and illustrative material.*

1. With reference to the Malden Health Series:

- Plays part of every day out-of-doors III-20; IV-10; V-24; VI-3
- Keeps erect when standing, walking, or sitting III-22; IV-6; V-16; VI-3
- Avoids twisting the body to the left while writing III-22; IV-6
- Walks without scuffing and with toes pointing ahead III-22; V-16; VI-3
- Chooses outdoor recreation when possible VI-13
- Learns new games.
- Spends at least four hours daily in activities involving big muscles.
- Takes part in group games and activities.
- Enjoys play.
- Plays "fair".
- Responds to signals.
- Responds to different rhythms without necessarily keeping step perfectly.
- Is able to walk, run, stand, stoop, reach, hop, and climb.
- Is able to throw, roll, toss, and catch a large ball.
- Is able to go up and down stairs; both feet stepping.
- Is able to climb, swing, teeter, and slide.
- Is able to lift, carry, lay down, or pile blocks and boxes.
- Is able to carry a pail of water and a shovel of sand without spilling.
- Is able to hammer and pound.
- Is able to push and pull a wagon, with some weight in it.
- Is able to carry a chair or a stool.
- Often shouts, laughs, and sings while at play.
- Exposes himself to wet and cold as little as possible.
- Is able to wade, splash, skip stones, and paddle (in kindergarten and grade I), learn "dog-paddle" mode of swimming by end of grade three.
- Is able to express ideas through action and dramatic play.
- Is able to count score.
- Is able to be a good loser and a good winner.
- Uses moderation in running and jumping.

Invites shy children to join in games.

Should be able to play the games indicated under physical education activities.

2. Additional Sources—

a. For the pupil:

L. S.—I-35, 56, 64, 68.

L. S.—II-2, 5.

L. S.—III-8, 101, 135.

Up and Doing—Gage.
Mentzer.

Out and Playing—Gage.

Mentzer.

H. H. I.—16.

b. For the teacher:

O. H. H.—41, 168.

T. H. G.—3-66, 84-96, 99-109.

See Physical Education Section.

L. O. H.—38-9, 43-52, 53-7, 58-60, 363, 140, 283, 316, 53-7,
334-7, 99-135, 105-9.

V-C. *Concepts to be gained in connection with experiences involving play, posture, and exercise.*

1. Children should play outdoors rather than indoors whenever possible.
2. Children should sleep with windows open.
3. The thermometer should not be higher than 68 degrees F. in school and in living rooms at home (second and third grades).
4. Fresh air helps children, animals, and plants to grow.
5. Exercise and play strengthen the muscles and help to develop skill.
6. Exercise and play increase good feeling.

VI-A. *Some suggested approaches, school situations and activities which provide opportunities for contributing to the emotional and mental health of the child.*

The following offer particular opportunity for dealing directly with emotional life of child:

1. Play periods.
2. Rhythms, songs, stories, verses.
3. Rest periods.
4. Routine in room and halls.
5. Individual direct training.
6. The effect of teacher on pupils—Note: The teacher's disposition and temperament unconsciously affect those of her pupils; therefore she should:
 - a. Know the primary emotions.
 - b. Analyze her personal needs with regard to each.
 - c. Apply consciously this knowledge to her emotional needs and to those of the pupils.
 - d. Check each day for her successes and failures.
 - e. Plan ways for further personal improvement.
7. The teacher's strict adherence in her practice to those educational principles set up in the introduction.
 - a. Records, reports, and inspection of all kinds should be such as interest the child in the inherent value of growth and health and not in the perfection of a record.
 - b. Activities should be such that they are in accordance with the needs of the group.
 - c. Activities should be purposeful, show clear relationship and relieve tension.

8. Investigating cases of irritability and failure to find out:
 - a. Whether or not child gets sufficient rest.
 - b. Whether or not child is being pushed beyond his normal capacities.
 - c. Whether or not home life of child is conducive to strong steady nerves.
 - d. Whether or not parents feel that they own the child or that they are guardians of his childhood.
 - e. Whether or not child is handicapped by physical defects or improper diet.

VI-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed as concomitants of the day's activities.*

1. See citizenship outline for selected references and further suggestions:

Is calm, cheerful, and polite at the table.
 Avoids eating when hurried or excited.
 Is cheerful and courteous.
 Avoids bad temper, nervousness, and worry.
 Is not afraid of nurse or physician.
 Takes a keen, active interest in either friends, games, hobbies, or in all.
 Is curious concerning the world about him.
 Persists in his work.
 Concentrates on his work; pays attention to the task at hand.
 Keeps his project in mind until it is completed.
 Completes his task successfully, reasonably often.
 Does his work promptly, not procrastinating.
 Tells the truth.
 Enjoys play.
 Enjoys work.
 Meets disappointments bravely.
 Remains good-natured under trying circumstances.
 Enjoys humorous situations.
 Forgets grudges quickly.
 Is not afraid of animals, storms, or the dark (Social Relationship).
 Is friendly toward other children.
 Is interested in making other people happy.
 Is courteous.
 Says, "Please, thank you, excuse me, good morning, and good-bye."
 Refrains from quarreling.
 Is willing to share his possessions.
 Refrains from taking what belongs to other children.
 Gives back lost things to owner.
 Shows kindness to those who are weaker or younger, and does not tease or bully.
 Shows kindness towards animals.
 Obeys the rules of the group.
 Waits for his return.
 Is willing to take part in group activities.
 Settles difficulties without going to teacher.
 Refrains from interrupting others needlessly.
 Keeps hands off other people.
 Does work cheerfully.
 Keeps work materials clean and in order.
 Keeps desk, toys, shelves, and locker in order.
 Helps playmates, parents, and teachers in their tasks whenever suitable.

2. Additional Sources—

a. For the pupil:

O. D. L. III, 120.

L. S. I-1, 4, 12, 19, 44, 73, 84.

L. S. II-2, 17, 24, 27, 45, 90, 131.

L. S. III-1, 8, 22, 24, 32, 46, 53, 59, 60, 68, 75, 87, 110, 113, 27, 135.

H. H. I-34, 133.

Goops—45, 87.

b. For the teacher:

L. O. H. 110-135, 24; Averill—Hygiene of Instruction. Houghton-Mifflin. \$2.00; O. H. H. 45, 55, 103; Terman and Almack—Hygiene of School Child. Houghton; Buice—XI, XIV; H. B. S., p. 20.

VI-C. *The concepts to be gained in this connection are statements of the outcomes—habits, attitudes, and appreciations—expressed in terms of ideals. For further discussion see Citizenship section.*

VII-A. *Some suggested approaches and activities involving natural opportunities in child experiences for learning about matters related to life processes connected with social health.*

No direct instruction in social or sex hygiene is advocated as a routine school procedure. It is possible to present through nature study and science a background for understanding some of the fundamental life processes of plants and lower animals and to help the child in developing a wholesome attitude toward his body and an appreciation of the sanctity of life and home. This phase of the course in health we hope is cared for in the suggested fields. Often individual problem cases should be handled directly. The teacher should see to it that she herself is equipped with the proper scientific information and attitude for handling such matters.

VII-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed in connection with activities related to reproduction and social hygiene. (Supporting information given in science outline. This list covers outcomes for grades 1-7.)*

1. Takes bodily changes as a matter of course.
2. Recognizes sex differences in a wholesome way.
3. Matter of fact acceptance of comradeship of the opposite sex.
4. Manifests a growing joy in the wonder and sacredness of life.
5. Has a wholesome, respectful attitude toward sex in general and a deep appreciation of the importance of the dignity and importance of his own sex nature.
6. Has good habits of bodily care.
7. Has some appreciation of the part some sex organs play in the development of his whole personality.
8. Understands purpose of home-life.
9. Likes hobbies, games, and interesting activities.
10. Has an ascending scale of ideas of quality in parenthood as a basis for discriminating taste in parenthood.

11. Feels that voice change is a step in growth and is common to all boys.
12. Manifests a courteous attitude toward younger and older members of the opposite sex without consciousness.

VII-C. *Some concepts to be gained in connection with these studies:*

1. One should know something of reproductive processes of birds and animals.
2. One should have an adequate vocabulary of correct terms in which to speak of life processes and animals.
3. See statements under section on Elementary School Science.
4. The life cycle, or circle, is a fundamental phenomenon of all living matter.
5. Simple plants like molds and germ cells are alike.
6. Higher plants and animals have male and female germ cells.
7. Some plants produce both kinds; others produce only one kind.

REFERENCES FOR THE TEACHER AND PARENT

- The Way Life Begins—Cady and Cady. A. S. H. A. \$1.50.
 Human Nature Studies in the Early Grades:
 Sex Hygiene for Teachers and Parents—Winslow and Williamson. A. S. H. A. 10¢.
 Guiding Boy—Girl Relationships in Adolescence. A. S. H. A. 10¢.
 Galloway. Parenthood and the Character Training of Children. A. S. H. A. \$1.
 The Teacher and Sex Education. A. S. H. A. 10¢.
 Hood. For Girls and the Mothers of Girls. A. S. H. A. \$1.75.
 Some Experiments in Sex Education in the Home and High School—Peabody. A. S. H. A. 10¢.
 The Teacher's Part in Social Hygiene—Wood. A. S. H. A. 10¢.
 Wholesome Childhood—Groves and Groves. Houghton. \$1.75.
 The Child in School—Wood. Funk. \$1.50.
 L. O. H., 274; Buice—X, XVI; Fuller—Walk, Look, and Listen—John Day, \$2.50;
 Comstock—Handbook of Nature Study—Comstock Publishing Co., Ithaca, N. Y.;
 Meier—Health Materials in Science Textbooks—Bureau of Publications, Teachers College, 80¢.

VIII. *Some successful units of work based on child-life experiences which afforded opportunity for giving phases of correct health practices and information.* (The first nine outlines present merely a list of the health activities involved in these long teaching units; others are given in greater detail.)

THE PLAYHOUSE—Lila Bell, First Grade, Raleigh Public Schools, Raleigh, North Carolina.

- Caring for members of family—proper foods—preparing meals and refreshments—proper habits of cleanliness.
 Proper food for a six-year-old child—eggs, plenty of milk, fruit, vegetables, ice cream an all round food.
 Caring for the home, proper kind of bed clothing and way to make the beds; proper amount and kind of rest and sleep, plenty of fresh air.
 Making aprons to use while at work—protecting clothing.
 Caring for rabbits, goldfish, baby chicks, etc., feeding, evacuation, mating, reproduction regarded in natural way.

RELATION OF CITY AND COUNTRY SCHOOL—Mrs. Carrie Cornwell, First Grade, Raleigh Public Schools, Raleigh, North Carolina.
 Planting and caring for a garden—value of water, sunlight, and fresh air.

- Serving meals and party refreshments—healthful foods.
 Hammering, lifting, reaching while building the house and planting—big muscle activity.
 Mashing and cutting fingers, or toes, bumps, etc.—keeping the wound clean and applying apinol or other antiseptics.

Clothing the characters—for work, for a party.
Serving a party meal—washing hands before meals and previous to handling food.

BUILDING A TRAIN—Mrs. Alex McDonald, First Grade, Raleigh Public Schools, Raleigh, North Carolina.

Handling large boxes, sawing, etc.—big muscle activity.

Handling food—necessity for cleanliness.

Serving a meal for busy workmen—value of balanced diet, of milk.

Removing paint from hands and clothes—one legitimate use of alcohol.

Refrigerator cars as food and health conservers.

Traffic signals learned—safety.

Workmen—clothing suitable for; food appropriate for them.

Pressing clothes—value to appearance.

Sewing—skill in handling scissors, needles.

THE LIBRARY—Bess Stinson, First Grade, Raleigh Public Schools, Raleigh, North Carolina.

Visiting the library—relaxation and recreation; right way to handle books; cleanliness in the use of books.

A BIRD STUDY—Mrs. M. L. Bullard, First Grade, Raleigh Public Schools, Raleigh, North Carolina.

Observation hikes—big muscle activities, fresh air and sunshine.

Clothing—proper shoes for walking; loose, light weight, comfortable, durable garments.

Observing the nest-building, eggs, hatching, etc., and making nesting sites, boxes, baths, etc.—interest in and respect for life processes.

Mimetics—hopping, running, flying like birds.

A CAFETERIA AND A GROCERY STORE—Miss Frances Lacy, Second Grade, Raleigh Public Schools, Raleigh, North Carolina.

Eating and playing activities—need for cleanliness; drill on the following habits of eating: washing hands before eating, eating slowly, conversing pleasantly while eating, courtesy at the table, resting after eating, necessity for screen doors, protecting foods in show cases, caring for the floors, importance of right kinds of well-prepared foods.

A PLAY CITY—Miss Dorothy Ray, Second Grade, Raleigh Public Schools, Raleigh, North Carolina.

Boylan and Pearce Store reproduced kind of clothing appropriate for boys and girls, etc.

Traffic signals learned—safety.

Eating—washing hands before lunch.

STUDY OF CHINA—Miss Nan Lacy, Third Grade, Raleigh Public Schools, Raleigh, North Carolina.

Study of cocoon—appreciation of the evolution of life processes.

Table manners and food of Chinese—renewed interest in their own.

Keeping the village—strengthened ideas of why there is need for dusting and sweeping; good beds, fresh air, and rest.

PUPPET SHOW—“Sleeping Beauty,” “Hansel and Gretel”—Miss Meta Godwin, Raleigh Public Schools, Raleigh, N. C.

Furnishing rooms—making sheets, pillow cases, mattresses, habits of sleep, etc.—need for rest, cleanliness, etc., practice of.

Folk dances—“Little Playmate Dance With Me”—“Sleeping Beauty”—big muscle activity and play.

HOW I MET SOME PHASES OF THE PROBLEM OF HEALTH IN A RETARDED FIRST GRADE*

HOW THE UNIT ORIGINATED:

The group of children I taught this past school term was a retarded first grade with a range in ages of 7-13 years.

STATEMENT OF AIM:

My problem as their teacher was to study each individual, his background of experience, his habits and interests and to plan my work as nearly as possible to meet the individual needs.

HOW THE UNIT PROGRESSED:

Beginning with the opening of school, as soon as I had won the confidence of my pupils, I began my observational survey. Some of it, I did through conversation in which the pupils were encouraged to talk freely about themselves, what and how they did. Others I silently noted. I kept a record of each child covering these points: whether or not child breathed well; whether or not he was pale or peculiar in any way; whether or not the teeth were decayed; whether or not he had a cough, running nose, running at the ear, or skin trouble; whether or not he weighed approximately the normal weight for his years and whether or not he maintained good posture; whether he ate well at school and at home. I tested eyes and ears, using Snellen's Vision Chart for Schools and the Whisper Test. The results were given to the parents, with an examination by physician recommended for suspicious cases. I explained my inability to give accurate examinations and the values of one.

I found many problems in my room but the most pressing seemed to me to be the large per cent of poorly nourished children. As nutrition is fundamental, I took it as my big project for the year with the intention of working in each related health problem.

I wanted the children to feel the need of clean, healthy bodies and surroundings. I wanted them to work this out alone, calling on me only when necessary. This took careful planning. I secured very valuable aid from the Metropolitan Life Insurance Company of New York, The Health Education League of Boston, American School Hygiene Association, United States Department of Agriculture, United States Bureau of Education, Oregon Agriculture School, University of Nebraska College of Agriculture, Rockefeller Foundation of New York City, Colgate & Company, Cream of Wheat, Palmolive, Procter & Gamble Company, and many others.

As it was football season, I selected a very attractive picture of children playing football and posted it on bulletin board. The children discussed it and made stories to be posted under picture. Stacy Thomas, a thin, pale, nervous child said, "Miss Davis, let's have a football team in our room." I told him I thought that suggestion excellent and asked him to look the boys over to see if he could find a well, strong team. This led into discussion of the school ball team and their training. Stacy was well-informed; he led the discussion and then said, "Miss Davis, we can go in training." The main point brought out during discussion was that they could not play ball or other games as well as they should because their muscles were too soft. Motives such as being attractive were presented to the girls. I bought the boys a football and told them they could get up their team as soon as they thought wise. They organized in "The Lions" and "Wild Cats." and this functioned through the fall and the following spring. The girls had a large rubber ball. Both groups played many games that contributed to their zest for life and the feeling for health.

Several years ago I purchased from A. C. Mitchel, Austin, Texas, some very attractive posters, among which was "Captain Milk Castle." This poster has a large brick castle situated in a valley with a hill in the background on which stands a large personified milk bottle, holding the American flag—a little story and certain health requirements are included. The

*Onie Davis, First Grade Teacher, Whiteville, N. C.

morning following the discussion of what we must do to be physically fit they found this chart on the wall as they entered the room. They began to ask questions and then I told them the story. After finishing, I asked them if they would like to help Captain Milk to restore his castle. If so, he would help them build their bodies so they could all be ball players. They asked how they could help. After a discussion they decided to divide the room into two sections or towns and to vote for mayor and health officer for each town. They adopted the rules which Captain Milk set up with a few extra ones I suggested—undressing each night, placing garments neatly on chair to air properly before dressing in the morning, sleeping in nightgown which had been aired and sunned if weather permitted, etc. (I found so many of the children slept in all their clothes.) If all children in one town met the requirements they colored a certain number of bricks. The group who colored the most bricks won and colored the flag Captain Milk holds. The child making best health record pasted his picture on hill beside Captain Milk. The first month when I weighed and measured my children I had only one child in my room to weigh what it appeared she should. This was a very delightful morning for her, but a disappointment to the others. They were eager to paste their picture on poster and to play football.

The interest was very keen on part of child but I knew if I got the best results I would have to have coöperation of parents so I wrote them notes about their children and my plans, asking them to coöperate and to visit us if they could and would. Those living in town I had visited and we discussed the program of healthful living for individual child.

I also invited older children in school to visit us so they could explain to their parents what we were doing and to ask their coöperation with the child who was not making normal gain in weight. Deficiency in weight may be due to worry, bad heredity, lack of exercise, eye strain, lack of sleep, improper diet, and other causes. I attempted to find out the causes of this short weight and to remedy this condition.

I tried with their aid to make my room attractive, thoroughly clean and comfortable. Some of the things we did along this line were: to scrub the walls and woodwork; paint odd tables, stands, etc.; make book-case, supply cabinet, book-ends, swing and dressing table. Around our supply table we hung a blue curtain to hide the building materials we had to store under there. This was fastened so we could remove and launder easily. Our color scheme was a pleasing blue and each of the above mentioned articles were made and painted by the children during their free period.

I tried also to make these children happy both in work and play by providing them with a proper diet. The children in our school have lunch period from 12 to 12:45. During this period they either eat in cafeteria or take their lunches out on campus. I found that a majority of small children eat their lunches while running and playing out-of-doors, which of course is bad for the digestion. To relieve this and to provide proper diet I started supervised lunch periods in my room. The children were fed at ten and again at twelve. The ten o'clock lunch consisted of milk and fruit and sometimes graham crackers or bread and butter sandwiches. At noon they had soup, milk, vegetable, or milk and steak with mashed potatoes, or a vegetable salad. Boiled custards, prune whip, baked apples, etc., were desserts if they had had milk and vegetables.

After I had written or visited the parents of the children and talked over with them my plan, we invited the mothers to visit us one morning at which time we cooked and served a well-balanced breakfast. The children helped prepare and serve the meal. During this time I tried to impress the mothers with the value of a proper diet through conversation with children and later I had conference with parents. We discussed school lunches and value of hot lunch. I told them my plans for the year (I had few mothers I had not talked with before) and then we inspected cafeteria. After the inspection we discussed foods served and prices. They each agreed the prices very reasonable and foods carefully selected and prepared. They saw that with only fifteen cents a day a child could get three attractive dishes of wholesome food. These prices we compared

with actual cost of food brought from home and the food value, etc. For those unable to furnish cash I urged them to prepare school lunches suggested in booklets given them. (These I had worked out with aid of domestic science teachers and children.) During the discussion of foods and their value, I particularly stressed the value of milk and urged each parent living outside of city limit to purchase a good cow. I also urged those having cows to furnish their child with plenty of milk at home and at school. Others I asked to give at least one nickle each day with which to buy milk for morning lunch hour. There were several under-weight children whose parents were unable to provide them with proper foods. These I fed with the help of the Rotarians.

Before lunch hour the children washed their hands, combed their hair and cleaned their nails. Twenty minutes were given to this. They were furnished with individual cakes of soap, paper towels and they had a little dressing table which they made that they found very helpful and delightful. On this table were comb, brush and several nail files.

After they were ready for lunch they took their places at their table, took out doilies from individual drawer, spread on table in front of them and placed their hands in lap while being served. One child acted as housekeeper and another as assistant for one week. This rotated so that each boy and girl served during the year. At each table one child acted as host and another as hostess. This gave me a wonderful opportunity to train in table manners: e.g., not interrupting speech of another, not making noise while eating, etc. During this time we talked about foods and other factors influencing health. If topic ran to other things and children were enjoying it I made no effort to change it as I wanted them to be thoroughly happy during this hour. After lunch the housekeeper and assistant collected bottles, straws, etc., and left the room in perfect order. Each child was responsible for his or her doily, so if he soiled it he could launder it. We had a complete laundry outfit in the room. These doilies were made of unbleached muslin, with colored wax crayon designs worked out by children.

Before noon lunch they prepared as before. The children bringing lunch from home ate in their classroom; others I took to cafeteria and served. In the mornings I collected cafeteria money from children, keeping a record of each. I posted menu on board with price of each food and each child selected his lunch. At first, I had to advise, but before the year was out they could and did select a well-balanced lunch according to amount of money brought or allowed them. (Those I furnished were allowed fifteen cents a day.)

SOME OBJECTIVE RESULTS NOTED:

Each month as I weighed and measured these children, more pictures appeared on poster. By the last month all except two were up.

Before Christmas I had been more discouraged over my work and children than ever before. The children seemed interested but did not "wake up" and respond as I wanted them to. Suddenly after the holidays they began to blossom. I have never taught a happier, more wide-awake group of children than these. It took many hours of extra work to keep pace with them but how I did enjoy it! I could not supply them with enough reading material, although I have a good library of my own and so has the school. In the morning when I arrived I found them either at library table, or book case, selecting books to read for reading circle credit or stories for the story hour. They were a happy group of children, each doing the things he liked and could do best. At the close of the year there was a hundred per cent promotion of the twenty-four children then enrolled (five others had moved and five dropped out). Gates' reading test was used as basis of promotion, the average score for the room being 2.4, the lowest reading score being 1.1 and the highest 3.2.

I might add that the parents were particularly pleased with our results. Two sample studies are given to illustrate further the individual growth made:

ELIZABETH: This was Elizabeth's second year in first grade. I found her very timid, sensitive and nervous. Her right eye was slightly

crossed and her tonsils enlarged. I went to her mother and talked with her and suggested an examination by specialist. She said she had never noticed her eye and seemed to resent my interest. I did all I could for the child during school hours. I found that if Elizabeth covered her right eye she could see much better, and recognize sentences, etc., that she could not with eye uncovered. Her progress was very slow though she seemed eager to learn.

In the spring the county sent us a trained nurse to examine the children. I talked with her about my special problems and she offered suggestions. After the examination and parents had received the information, Elizabeth's mother took her to a specialist and had her treated. She was out of school during this time at doctor's request. When she returned she wore a pair of glasses which kept her eyes from being crossed. This was two and a half months before school closed. I had classified her with the last group and had almost given up hopes of her promotion before her treatment even though she had gained in weight, and was not as shy and timid as she was at first.

The response she made after her return was amazing. She gained in weight. She began to read and take an active part in everything. The children all noticed and remarked at the change. I gave her special care and attention the rest of the term and although her score did not rate as high as some of the others, I was especially proud of her record, and I believe if she is given special attention during the next school term she will make a good pupil from now on.

STACY: This past term was Stacy's third year in first grade. I was very much interested in this child, as he was so unusual in every way. His home environment was good, and he had all the luxuries a child could wish for; yet he was thin, sensitive, nervous and backward. I saw his father and talked with him about Stacy, and advised an examination as his tonsils were enlarged and he had several other symptoms I wanted investigated. He was very affable and promised to have this done but never did. I called on his mother several times, but never could find her at home; so I wrote her a note about his physical condition, and asked her to please help me with his diet as he was below normal weight, etc.

I could not treat him as an individual. If I called his name he would forget what he had started to say or do, but if I called on the group as a whole he would respond. At times he would go to chart holder and select sentence asked for and then turn around and just stare into space; other times he would recognize sentences, etc., his face would beam and on impulse jump up, rush toward holder and suddenly stop and just stare with the blankest expression. I did not know what to do. I do not believe he was afraid of me, as I had always been unusually kind and good to him, and I had not punished anyone in the room so as to frighten him, therefore I was at a loss. He would tell me good-bye and put his arm around me in the afternoons. I decided to ignore him entirely as an individual and try to find the thing he was most interested in. In school he did not seem to care for anything, but I noticed him at all the ball games with his father. I began my work there. It was after a rather exciting football game, I posted the attractive football picture on the bulletin board and Stacy responded and practically composed all the story after the picture. This was history and his picture and he took a delight in reading it over and over, and it was at this time he asked me about organizing a team and the discussion arose.

I found that Stacy did not like vegetables; therefore his mother did not encourage him to eat them. He was very fond of sweets and ate them all the time. During our discussion he found he must eat vegetables and drink milk, and leave off sweets if he wanted to grow strong and healthy, so he could play football. Because he was so anxious to not only play ball, but to be captain he learned to eat many vegetables, drink plenty of milk and leave off candy and meet all the other health requirements, even though it meant he would miss several basketball games, as it interfered with his regular sleeping hours.

He gained in weight, he was less sensitive and nervous and by mid-term I considered him the best all around boy in my room. By the close

of school he was normal in weight and a very wide-awake boy. He read twenty-five books and received prize for reading the greatest number of different stories aloud during the story hour. His average score on reading test was 3.4.

THE HOSPITAL*

It was soon after Christmas. The Hill-Hart chairs had been a Christmas present to the kindergarten. The children were busy experimenting with them. Soon the wheels were fitted on one of these chairs, and a child who was being taken to ride exclaimed, "Why, it is just like a wheel-chair at the hospital. It has rubber tires, too." This remark was the beginning of a long story.

Within the next few days some of the boys went to work with the big blocks. The wheel-chair must have suggested the hospital background. As the building grew, a need for nurses and doctors became quite evident. Certain children volunteered to take these parts.

The nurses must have uniforms. Patterns for caps and aprons were cut out, and designs never dreamed of by even the wildest of hospital superintendents were found to be highly satisfactory, and cut out and sewed together and worn. They were put on the first thing each morning, and reluctantly taken off at the end of the day.

Each day the building itself grew and changed. Rooms were put on and taken off again. Walls were changed to allow for more windows as it was found that sunlight and air are very necessary for sick people if they are to recover quickly. At the work bench furniture was being made of boards and boxes.

Then came an interruption. The leader of the building group and manager of the hospital, staged a tantrum—a real one; and the children unanimously decided that he was not a fit person to manage a hospital. Another leader was selected. Charles was sad and grouchy. The work moved slowly and unsatisfactorily. The second story would not go up in the right way. The new leader was not so capable nor so competent as Charles of the tantrums. Finally the builders became so desperate that they went to Charles. "If you will not kick and scream any more we will let you manage the hospital." So far as I know Charles is still keeping the solemn promise he made those boys and girls that day.

Every morning, now, there were many things going on in that room, and most of the work centered about the hospital problem. Groups of girls were making caps, aprons ("for nurses must have enough aprons to keep them clean"), blankets, pillow-cases, nightgowns for the patients, or, perhaps, curtains for the windows. Others at the work bench were making beds, tables, chairs and other furniture needed in the hospital. At the clay table quite naturally the urge was felt to make dishes for the hospital kitchen, candlesticks and flower bowls for the patients' rooms. Pictures were painted in the hope that they would be counted worthy of decorating the hospital walls. Picture books were made with especial care for the entertainment of the patients. Rugs were woven (small ones of roving and one larger one of rags) for the hospital floor.

The nurses, wearing their beloved caps and aprons, were continually busy in their dramatic play of cleaning the hospital and caring for the patients that entered almost daily, and were usually dismissed after a remarkable and delightfully short period of treatment. Who were the patients? The kindergarten dolls, dolls brought from home, animal toys, and, once, a real kitten that was weak for want of food. At another time a robin with a broken wing was cared for.

Each day earnest and heated discussions arose as to the quality of the work that was being done, the standards of conduct that should be expected from doctors, nurses, patients and families of patients. Some nurses were dismissed because they did not keep the rooms neat or because they did not have clean aprons. Others took their places, and were as truly on probation as though in a real hospital.

*Mary Leeper, Asheville City Schools, Kindergarten Group.

Both doctors and nurses now began to adopt the names of doctors they knew, and of the school nurses whom they admired. Various names for the hospital were proposed and voted upon—that of Biltmore Hospital being the one selected. This name was printed and hung over the door.

The superintendent of the real Biltmore Hospital heard of what was going on. She became interested and invited some of the children to come and inspect her hospital. A committee of five was chosen by the children to accept this invitation. They were charged solemnly by the others to "look at everything and see how things are done."

It was a grand occasion when the car came to take the committee to Biltmore. And when they got there—no real hospital board members ever looked things up and down, over and under, as did this committee of children. They appeared somewhat awed by the bigness and strangeness, but were full of purpose and responsibility.

They visited all the interesting parts of the building. The diet kitchen, the babies' room and the children's ward were especially attractive to them. And, to add the final touch, they were served milk and gingerbread at small tables in the children's ward; and when saying good-bye the superintendent presented them each with Red Cross pins.

At the kindergarten the left-at-homes were eagerly awaiting the return and report of the committee. (Would that all committees reports were as pleasantly anticipated!) They came at last, and, of course, we all sat down to hear the news. Reports came thick and fast from the various committee members:

"The floors were clean, clean as a pin."

"Yes, the walls were clean, too."

"They wash the dishes clean—we saw them."

"They had a painted ice-box big as this room."

"The milk bottles were in there."

"We saw the kitchen and the cook. She was clean, too."

"They had a nice tray for each patient."

"Everything was white—white as snow."

"The teensy weenty babies were the nicest."

"We saw their baskets and bathtubs."

"They've got the best nurses in town at that hospital because they showed us things."

"It sure was quiet there."

"I'm going out there if I get sick."

"We saw the doctors with their operating gowns on."

"We want our doctors to have them."

When the teacher ventured that she had no pattern for an operating gown, immediately came the response, "We'll cut a pattern." And for a whole week those boys labored with newspapers and scissors to cut a pattern that would go on, and meet the approval of the group. And when white cloth was secured they went to work eagerly.

Then something happened. They began to tear down the hospital. When we asked about it the answer came, "Well, you see, it's too noisy in this room for the patients. We're going to build it in the back room."

Again, with lack of faith, the teacher wondered, "Will they ever build it up again?" But they did—and stronger than ever. And the Hill-Hart ambulance made a good moving van.

Then was heard: "We need more sheets and things."

"How will we ever get time to make all the things we need?"

"We need a sewing machine," said another.

"We have no money to buy one."

"Let's make some money," proposed another.

Ways and means were discussed for several days. A "show" or a "sale" seemed to be the most popular suggestions, the "sale" idea finally winning out. Then what thinking and planning! What hurrying and scurrying about to get materials! What earnestness and concentration on the part of the majority of the workers! And what stern words for the lazy child who wandered about merely watching the others work! One small nurse,

in cap and apron, busily engaged in making a larger apron for the sale, could stand it no longer; and, fixing the offender with a disapproving stare she said in tones righteously indignant, "Get something to do. Any little girl that's big enough to come to kindergarten is big enough to go to work." Several others agreed, voicing similar decided opinions, and in the face of such public disapproval but one course was open—which she took.

At last, when ideas and materials became exhausted, many finished articles were stored away in the cupboard waiting for the day of the sale. The day was set—but now arose another problem: "How are people going to know about the sale?"

"We must advertise."

Four doctors and nurses were appointed to go first to the principal, tell her about it, and ask if they might go into the various rooms and tell "Why," "When" and "Where" the sale was to be held. Then posters were made, one to tack beside the kindergarten door, and another to be carried about the playground at recess accompanied by the kindergarten band to call attention to it.

In the meantime the pricing of the articles was a serious matter. Several times some of the children had to ask their mothers to take them to the "Five and Ten" to get help along this line. Some of the children were kept busy marking price tags and pinning them on the articles. Counters were made by placing tables end to end, and the price set for each counter's goods was put in large figures on the blackboard back of it. Clerks were selected by the children according to their ability to count. The most capable one was made cashier, and, with the help of a teacher, made correct change for all the clerks.

The children from other classes responded loyally, and the noon recess found us almost sold out, with a balance on hand of \$9.11.

We were nearing the close of school, and we wanted our parents and friends to come to our promotion party. What should we do to make them happy while there?

Out of the many natural dramatic plays that had been carried on around the hospital they selected one as the best, and set to work to enlarge and improve it so that it might be worthy of a really important audience. They gradually suggested rhymes, songs and rhythms that were a part of the year's learnings, and fitted them into the main story. The story went something like this:

A father, mother and children lived happily together in one corner of the room. In the other corner was the hospital, with the nurses, doctors, and doll patients busy in their usual rôles. One of the children in the home became ill. The doctor was called, who pronounced him very ill from eating the wrong food, playing in the rain, going to bed late and sleeping with his windows closed. It would be much better if he could have hospital treatment.

The hospital was called over the phone, and the ambulance, accompanied by a nurse and doctor, rushed to answer the call (only to be detained at the crossing many minutes because the policeman forgot to change the traffic sign to "Go," and the ambulance driver wouldn't move until it did change).

At the hospital the nurse gave him castor oil, plenty of water, and put him to bed for rest in a room with open windows. He responded to the treatment, and was restored joyfully to parental arms the next day. But before leaving, the doctors and nurses gave all advice possible to parents and children on how to keep well; and gave some rhythmic dances to illustrate their own feelings of exuberant health.

There was that most necessary condition for true learning—a happy attitude toward school. They were there early, waiting to get in the room and go to work. The S-R bond for regular and prompt attendance grew daily stronger. Real facts about hospitals, nurses, doctors, and how to keep well were pleasurably learned. Vocabularies were increased rapidly. Language work was vitalized by something real to talk about. Symbols assumed definite meaning. Skill was gained in the use of tools, weaving, paints, sewing, modeling and building.

Ideas of inner controls were established and built up. Coöperation became a practical habit as they worked together for the good of the group. Not only did most of them assume personal responsibility, but many of them, that higher thing we call group responsibility.

AN EXPERIMENT IN UNDERSTANDING HOW CHILDREN BECOME THEMSELVES*

[The following brief account of a piece of work is given as an illustration of three kinds of desirable approaches to the problem of physical and social adjustment—direct with teacher in training, remedial with pre-adolescent, preventive with the beginner.]

The personnel of the Teacher Training Class in Whiteville varied in mental, physical, and social characteristics more than they did in chronological age which constituted a range of 17-23 years. Early in the year I saw the problem of meeting individual needs and that one of these was unifying the group. Since understanding is the basis of solidarity of any group life we undertook to affect a harmonious social group. It seemed that the best attack could be made through the child study course, which included phases of physical and mental health.

We began with a study of ourselves. The county doctor gave each student-teacher a physical examination with a record showing physical defects such as bad tonsils, adenoids, underweight, overweight, etc. We took an inventory of our health habits on a form similar to those listed in section C of Part II. Headaches were frequent with one girl. We found irregular habits of sleeping, resting, eating. None of the girls showed any understanding of the importance of proper and regular elimination. They had only a very meager store of health information. They confessed to many emotional complexes and responses.

The doctor kindly took the time to explain the importance of the care of eyes, ears, respiratory organs, the heart, the digestive system, and the other systems of the body.

The home demonstration agent taught several lessons to the class on the necessity for nourishing the body with pure, wholesome foods. She gave demonstrations in the selection, care and preparation of these foods.

Following this, the student-teachers, after reading many health books, formed their own schedules for proper rest, outdoor exercise, and food for the body.

We wished our course, however, to include more than a study of how to maintain our physical well-being. We longed to get hold of facts which would help us get the correct "mind sets" that have so much to do with helping us find greater joy and happiness in "getting on" with people.

In the health course which the Columbus county students helped plan for themselves the chief objectives were to keep in mind the trend of modern medicine and psychology; to find truths concerning the interdependence of mental and physical health; to prove that health must be a consideration of the "body mind."

Without underestimating the importance of the care of the body as regards food, rest, exercise, and cleanliness, emphasis was placed on mental hygiene. The *discussion method* (which has proved to be the most popular as well as the most beneficial method of finding and correcting failures in social adjustments) was the type of procedure used.

Very early in the course the students asked for help and references to read on such typical problems as the following:

1. How can I overcome a continued state of unhappiness and anxiety when I am away from home? (Girl, age 17.)
2. How can I keep from being easily depressed by little things?
3. How can I avoid expecting trouble all the time?
4. What can be done to keep me from being excitable and fearful of new experiences? etc.

*Adapted from report of Berta Coltrane, Instructor Teacher Training, Whiteville, N. C.

The girls read many books from the appended list in their entirety and several other partially. The following typical "case reports" of student-teachers who tried to summarize what they received from the course will indicate some of the values which I observed in their daily life behavior:

AGNES—Age 17—Father a successful farmer.

Health—Good.

Reading age—7 months in 7th grade.

1. I have found "fussing and fuming" at home when I cannot go where I want is "unhealthy behavior." I try to think of something else interesting to do when I cannot have my way, and I get busy doing it.

2. I believe in abilities and disabilities in school work, but I am trying to do good work in subjects I am weak in.

3. I am still afraid of things that have frightened me; I have never overcome the fear of my automobile wreck.

4. Successful people are the happy people. I want to be a *good* teacher of little children.

5. I can better understand my parents. I am the only girl; they are ambitious for me; they are proud; so am I. I am glad that my parents have always wanted me to have nice friends from nice families. But I have come to feel very sympathetic with girls who make mistakes that are often caused by unhappy homes and bad associates.

6. I have learned that "schools and homes can be contaminated as much or more by uncontrolled people who show outbursts of temper and who have untidy habits, etc., as they can be contaminated by bodily infections, such as scarlet fever."

7. I keep my desk and closets neater.

VERA—Age 18—Father a farmer.

Health—Good.

Reading age—Superior teacher.

1. From early childhood I have thought I could never stay away from home any length of time. A part of this year I have been miserable, but I have come to see from our study in mental hygiene that it is unnatural not to be able to break one's home-ties. Sometimes this is caused by over-concern of parents for grown people. My reading has helped me to be better satisfied away from home.

2. I have learned that the study of personality or social health is a comparatively new subject, and that in the future other more interesting books will be written. I wish to continue my study.

3. I can see how people are unhappy trying to aspire to social levels they are not prepared to live in.

4. I have had a chance to "meet a problem squarely." For example, I was the only student that the Zaner Bloser Company did not award a teacher's certificate in writing. At first I could hardly maintain my interests in any other subject. But after I began really working again I felt better about my failure. I expect to win a certificate yet.

5. I have always thought that girls should be taught something about the sex life, but our references in mental hygiene are the first helps I've had.

6. I have realized for the first time the importance of health habits I learned in other grades.

7. From the kind and encouraging words my instructor gave me about a failure I made in teaching language, I realize that teachers should have understanding hearts.

8. Little things do not worry me so much now. I used to think other people did not make mistakes.

MABEL—Age 23—Father a carpenter.

Health—Good, except diseased tonsils.

Reading age—Superior teacher.

1. I am going to have my tonsils removed as soon as school is over.

2. I have learned to eat many things that I never have before—vegetables, milk, etc.

3. I have learned that the average child's disposition is a reflection of both his home life and school life.

4. I have learned not to "day-dream"; of course, I wish that my family had more wealth, but I am trying to face my real position in life, and I hope to be a good teacher.

5. I do not have outbursts of temper *now*.

6. My mother may be right; my father may have petted me too much.

7. I am trying very hard not to be a fault-finding person.

8. I am eager to get the most out of my life as I shall have to live it. Before I read a good number of books on mental hygiene I let trivial matters depress me; I was often blue. My mother and family have noticed a change in me; I know I am pleasanter to live with.

9. I have avoided worry several times by getting down and concentrating on my work instead of putting it off.

10. I am going to help improve my family life by helping other members to control their tempers.

11. I have learned that health and personal appearance—cleanliness and attractive dress—will help one to get along with people. I exercise more taste in dress than formerly.

12. I have broken up my headache habit.

13. I have gained five pounds in weight.

14. It seems "funny" to say it, but this course has helped me to be more independent. At the first of school I did not want to do anything without help. I have self-confidence now and do many things that I used to think were impossible.

15. I don't believe children are as responsible for their behavior as their parents are!

(N. B.—If some of our greatest conflicts tend to disappear under truthful confession and discussion we have every reason to believe that this procedure will truly help these young people to continue their interest not only in the physical, but the mental and social side of life, which procedure makes the truly healthy person.)

In addition to a study of her own behavior each student-teacher took a problem case from some grade in the elementary school. The following are summaries of some typical reports:

1. In fourth grade arithmetic class, B never brought in his home work. He stubbornly refused to work in class and constituted a class mischief-maker. In trying to discover the cause of what appeared to be open defiance we first wished to see if he could really do the work. We gave the group some very easy third grade problems and he responded readily. We proceeded to harder ones and discovered that he was very deficient in mastery of the multiplicative facts. Thereafter we gave him special drill and always homework we knew he could do. His attitude changed to one of interest and cooperation.

2. C had been in first grade for three years but could not read. He was inattentive but rarely made much trouble. Upon investigation we found that he was afflicted with a vision handicap glasses could not correct. Emphasis on doing things with tools and allowing him to tell things made him a happier boy than he had been before and he developed considerable initiative. On account of his all-round growth he was promoted at the end of the year.

3. E was a seventh grader, age eleven, with I. Q. of 119. Although he rarely failed to make a real contribution to classwork he was a general mischief-maker. He was attractive, resourceful, and abundantly energetic. He was considered very amusing and developed into the "class monkey." The time came when one of the six teachers who worked in the class became helpless and he openly defied her. The class was horrified at the turn of affairs and the regular teacher discussed the matter at a called meeting of their class organization, leading them to see that they as a group were responsible for E's conduct and that they should do what was necessary to restore good conditions. They solemnly suspended E from any class participation for two weeks. (He remained in the principal's office without the privilege of association with his group.) At the end of

that time he was taken back by group action on the condition that he would not consume any more of their or his time with "his smartness." He didn't!

In the spring when we began our regular six weeks' course with beginners the student-teachers wished to put into practice all they had learned and planned that all the work should center around the theme "The Happy Family" as the idea affording the best opportunity for stressing physical, mental, emotional, and social health directly.

They began preparation for the work by re-reading many of the books on the newer psychology of childhood. They made illustrated books on the care of the child from the period of prenatal life and infancy through the age of six years. They gathered child story books and pictures and arranged for as stimulating child-like setting as possible. We planned the following schedule:

Conference Planning and Work Period—9:00-10:00.
Play Period—10:00-10:30.
Lunch—10:30-11:00.
Story Hour (reading readiness, etc.)—11:00-11:30.
Dismissal—11:30.

Each beginner was examined and information concerning his health status was recorded on the card recommended and supplied by the State Department of Education, Division of Elementary Education. This record was useful in helping us to evaluate later what was accomplished.

DIFFERENT PHASES OF OUR WORK, REPORTED BY STUDENT-TEACHERS, ARE BRIEFLY SKETCHED BELOW

THINGS WE MADE—Annie Booth, *Student-Teacher*.

I led in the first period when the group decided what we would do. I introduced the Happy Family which the student-teachers had made. Then we developed a pattern for each member of the rag doll family. In class we made the Father and Mother. Tom, Mary, and Baby Nell were actually finished at home. When they were finished, we made clothes for them. Each day we reported our progress and problems and planned what to do next.

We next made doll cradles from oatmeal boxes. The boys measured, hammered, sawed, nailed, and painted; the girls cut, pasted, and painted. . . .

On Friday before Mother's Day we made a beautiful greeting. The children were given an outline of a design, which they selected from our large collection, to color. We read several sentiments suitable for Mother's Day and they chose the one they wished to have printed on theirs. The next day at the lunch hour we had a happy time discussing what each did for his or her mother. . . .

We made a gift for both parents to be presented at our party at the end of the six weeks. It was a booklet illustrating nourishing foods for the child, and good habits of rest, exercise, and sleep. The purpose of this was to show parents, too, how happiness in the family group may be increased.

Original Story Told About "The Happy Family" as Introduction to Our Work

There was once a very happy family. There were five members in this family. There were Father, Mother, Tom, Mary and Baby Nell.

They had a beautiful home. There was a green lawn and a flower garden near the house. Some of the flowers were blue, some were red, and some were white. The house was painted white. There was a reading room in this house for the children. There were many books in this room with pictures of toys and animals. Father, Mother, Tom and Mary spent happy hours reading. They often read to each other.

Mother and Father had a pretty bedroom with white curtains. Tom and Mary had a pretty bedroom too. They kept their toys in their bedroom in a neat box when they were not playing with them. There was lots of sunshine and fresh air.

Father worked away from home all day. He worked in a store. At evenings when he came home from work he always took Tom and Mary to ride in his automobile. They liked to go to ride after they had played out-of-doors so hard.

Mother cooked and cared for the children. She called them in the mornings and helped them dress. She showed them how to bathe, and how to brush their teeth. She always had a good breakfast for them. She had milk, eggs, cereals and fruit for breakfast. The children came promptly and the hot food was always good.

Baby Nell was just one year old. She could only walk a few steps and say a few words. She liked to play with Tom and Mary. She liked to play with their ball.

Tom was six years old and Mary was nearly five years old. Mary helped Mother keep house. She dusted the floor and played with Baby Nell. Baby Nell went to sleep.

Tom helped Mother too. He brought in wood for her. He helped Mother work in the garden. He helped her care for their pretty flowers.

Mary and Tom had many pets. They loved their pets. Tom had a pet dog. His name was Spot. He was black and white. Tom made a nice home for Spot in the backyard. He made a warm bed for him. He fed him three times a day. He gave him milk to drink. Spot liked milk. When Tom and Mary went to ride, they always took Spot to ride with them.

They had a pet rabbit. His name was Bunny. His home was in the backyard. He liked to eat the green things in the garden.

Mary had four dolls. She had a doll house for them. She had four little beds and four little dressers in the doll house. She had a little stove and a little table with pretty dishes. She put her dolls to bed early each night. She liked to cook for them. She planned meals like her mother's.

Every night when Father came home, the children ran to meet him. He always brought them a surprise. Can you guess what he brought them? Could you draw a picture of it to show me the kind of surprise he might bring?

STORY HOUR—Versie Grissett, *Student-Teacher*.

Throughout the whole day's routine we stressed correct enunciation and pronunciation. We thought the best method was that of a good example. We were trying, too, to give them scientific health facts and a vocabulary background for reading. We decided in our teacher conference that I should have the responsibility of making original stories which should center about the Happy Family, emphasizing phases of physical and mental health and supplying the basic vocabulary in the Newson and Johnson Primers. The following stories were told: The Happy Family (given above), When Spot Was Lost, Bunny's Misfortune, Mary's Birthday Party, Tom and Mary's Easter Party, Tom and Mary's Visit to the Airport, A Day at the Fair, What Made Betty Sick, How Mary Helped Mother, Tom and Mary's Disappointment, How Tom and Mary Made Mother Happy on Mother's Day.

Sample Original Story—How Mary Helped Mother:

One day Mother hurried in the kitchen to get dinner. They were going to have company. She had planned a glass of tomato juice, smothered chicken, creamed potatoes, cabbage slaw, and apple pie for dessert. Of course there was to be a glass of cold sweet milk for Mary and Tom. Mother and Father and the company would have coffee.

When Mother went out, Mary followed her into the kitchen and said, "Mother, is there anything that I can do to help you?"

"Yes, there are many things that I think you can do," Mother said.

Mary sat on a high stool by the table. Mother showed her how to peel the potatoes and apples.

She brought dishes, pans, and other things to use.

When the kettle began to boil Mother said, "Do you know what it says?"

Mary smiled and said, "No."

Mother said, "It says, 'Fizz! Fizz! Stay away from me. I'm hot!'"

Mary was very careful not to go near it so as not to be burned.

She helped set the table. Everyone had a knife, a fork, a teaspoon and a clean napkin.

She carried the food to the table very carefully to avoid spilling, one thing at a time with both hands.

Then the company came and dinner was ready. They told funny stories and laughed and laughed.

When they had finished Father said, "My, I've never eaten a better dinner!"

And Mother said, "I have a new helper today. Mary's help made it good."

Mary said, "I did the easy things, and Mother the hard things."

And what do you think Father said?

He said, "Why, I'm proud of you, Mary!"

References: American Childhood—*The Picnic*.

Normal Instructor and Primary Plans—*Mother's Helper*.

READING—Mabel White, *Student-Teacher*.

On the first day, during the period in which I was supposed to crystallize definitely reading readiness, we played a game with the bean bags. . . . The game removed some of their natural timidity. . . .

The second day, I had each of their names printed on oak tag strips and tacked on the table where they were to sit. I had another set which I held before them. Each child compared the one I held to the one on his table to see if it was his name. In this way they found their own seats in the circle.

The third day, our lesson centered all together around the Happy Family pictured on the sand table. The children learned which was Father, Mother, Tom, Mary, and Baby Nell. (These were the names of the Happy Family.) I had cards on which were printed: "Father," "Mother," "Tom," "Mary," "Baby Nell." We matched names and people.

The fourth day, one child was asked to tell the names of all the people on the sand table. A sentence had been tacked on the sand table which said, "This is a happy family." After they read that, we gave reasons why we thought the family was happy. They answered that the flowers, chickens, cow, horse, hogs and pets which were on the sand table made them happy. I asked such questions as, "How could the cow make them happy?" They said by giving them milk to drink, etc. In such a way did we introduce healthful foods as a contribution to happiness.

The next day we had a discussion about the things that made their own family happy. We talked about foods that made them healthy, kind words spoken to, and considerate things done for, each other.

All the first week we worked to bring into the foreground the experiences about which they should read and their *talking* and *hearing* vocabulary about these. Their enunciation and pronunciation gradually became clearer and more accurate.

The second week as the doll family neared completion we began to record our experiences about our own families. We discussed the work of each member of the household as a cause for happiness. The accounts were dictated by the children and written on the board in long-hand or script. Later they were transferred to charts in printed form.

Some sample charts read by the beginners:

My Mother

My mother is good to me.
Mother gives me apples to eat.
Mother gives me oranges to eat.
Mother gives me vegetables to eat.
Mother gives me milk to drink.
Mother gives me clothes to wear.
Mother helps me to take baths.
Mother lets me play out-of-doors.
Mother keeps me healthy all the time.

My Sister

My sister makes our family happy.
My sister is very polite.
My sister says, "Thank you."
My sister says, "Please."
My sister says, "Pardon me."
My sister says, "Excuse me."
My sister plays with me.
My sister sings to me.
My sister always does something kind for our family.

Our Baby

Our baby makes our family happy.
 Our baby is always healthy.
 Our baby drinks milk.
 Our baby sleeps in the fresh air.
 Our baby sleeps in the dark.
 Our baby goes to sleep early.
 Our baby plays in the sunshine.
 Our baby smiles at us.
 Our baby loves all our family.

DRAMATIZATIONS—Leona Gore, *Student-Teacher*.

After the first two weeks, we found it necessary to divide the reading class into two different groups. The children we thought were ready to read were put in one group, and the ones that we thought were not ready to read in another group.

I took those children not ready to read to another room and told them stories from "Everyday Doings at Home" by Emma Serl (Silver-Burdett). This is a collection of stories about a happy family of squirrels. The mother squirrel is teaching the little squirrels to be polite and healthy and to do other things that help to make a happy family.

The first few days were spent in telling the stories. Then through talking with the children I found they were interested in playing the stories. One child suggested we play the story I had told them the day before. I retold it and asked them questions. This was the first time that some of the children had responded. The story was dramatized very successfully. We decided to play the story for the other group.

The group that played stories would go at times and listen to the other children read. This was done to encourage the desire to read on part of both groups.

MID-MORNING LUNCH PERIOD—Theodosia Hayes, *Student-Teacher*.

The first thing we did was to teach them how to wash their hands and clean their nails after visiting the toilet, after play, and before eating. The children arranged themselves in a half-circle about the lavatory to watch me. I cupped my hands and allowed the water to run over my hands and wrists. They did this, too. I then rubbed soap over them, cleaned my nails with the flat edge of a toothpick, rinsed and dried them. (The children followed each step.)

When we reached the tables we stood behind our chairs until served. (Some of them found it hard to wait until everyone had been served.) Later they were seated by pulling their chairs out with their right hand and sitting from the left.

One child served the milk, one placed the napkins and another the straws. When all had been served we asked the blessing. I led the blessings at first. When they had learned several we chose one.

The group at each table played that it was a happy family and talked pleasantly among themselves. This kept them from eating too fast and from disturbing people at other tables. Each group tried to see if the children at its table couldn't be nicer than some other. In order to do this they had to sit up straight, keep their elbows off the table, drink their milk quietly, not spill it, etc. I would either talk pleasantly to the whole group or go from table to table and talk with them.

When they had finished, two children would take up the bottles (one at one group of tables and the other one at the other). One child would pass the wastepaper basket to each table for the napkins and straws. They placed their straws and bottle caps in the napkin, folding it together in order to avoid spilling any crumbs or milk that happened to be on the napkin.

The last part of my period I used to teach the children health habits, through stories and posters and rimes. The first few days I told them stories about cleanliness. These were: "The Little Toy Soldier," page 8, and "The Boy and His Pets," pages 17-19, in *Our Health Habits* by Whitcomb Beveridge. These stories brought out several phases of health such as clean teeth, clean clothes, and clean hands, avoiding coffee and tea and sleeping with windows open. Each day I would check on these habits through observation and very informal conversation.

I also taught several health rimes. These helped considerably in getting the right attitude of the children toward washing their hands, brushing their teeth, drinking water and milk, eating fresh vegetables and fruits, playing in fresh air every day, sleeping with windows open and keeping their clothes clean because they interested them in the performance of these activities.

CHILD STUDY HISTORIES

Each student teacher made a special study of a group of five children for the period of six weeks. The following are typical summaries:

HERBERT—Age, 6—Father's occupation, lawyer.

EATING, DRINKING, ELIMINATION OF WASTE

When Enrolled

Ate plenty of vegetables
Drank milk
Ate cereals for breakfast
Ate sweets only after meals
Did not drink water before breakfast
Ate at regular times
Knew nothing about food relationship to growth
Weighed 40.8 pounds
Did not go to the toilet after breakfast
Did not go to the toilet regularly

After Six Weeks

Still eats vegetables
Still drinks milk
Eats cereals for breakfast
Eats sweets only after meals
Drinks water before breakfast
Eats at regular times
Knows some foods that make children grow
Weighed 41 pounds
Goes to the toilet after breakfast
Does go to the toilet regularly

PLAYING—EXERCISING

Played out-of-doors but would not play with other children
Did not play group games
Had no interest in drawing or painting
Would not care for his chair
Ignored signals

Plays with other children
Plays group games
Likes to draw
Cares for his chair properly
Responds well to signals

CLEANLINESS

Skin, teeth, hair, clothes clean

Same

SLEEPING—RESTING

Slept twelve hours each night
Slept in dark with windows open

Same
Same

MENTAL, EMOTIONAL, AND SOCIAL HEALTH

Cried the first day and ran away from school

Did not enjoy work, sat in a daze
Did not enjoy play
Did not tease or bully
Would not participate in any group activity
Would and could not solve difficulties with individuals
Very shy, spoke only when addressed
Shy with girls

Lacked initiative apparently; dependent upon adult leadership

Came back with pleasant smile after a personal visit from the teacher on the second day

Enjoys work
Enjoys play
Same
Participates readily
Settles own problems with group

Talks freely with teacher and classmates
Plays with girls and accepts them in a matter of course way
Takes lead often

VIRGINIA—Age 7—Father's occupation, clerk in store.

HABITS AND ATTITUDES RELATED TO NUTRITION

When Enrolled

Ate fruits and vegetables under compulsion but steadily refused eggs
Did not drink water before breakfast
Did not know cereals
Brought candy and cakes to school to eat at irregular intervals
Did not wash hands following a visit to toilet or the play period
Ate her cracker and drank her milk fast and noisily
Drank tea and coffee
Spilt milk on the table and her clothes and annoyed the other children by teasing
Went to toilet irregularly
Insisted on keeping her elbows on the table
Weighed 38 pounds

After Six Weeks

Likes fruits, vegetables and eggs shown by cheerful manner with which she eats them
Drinks water before breakfast
Knows dry cereals and eats them every day
Has stopped bringing candy and cakes to school
Washes hands before eating and after visiting toilet
Drinks and eats more quietly and slowly
Drinks milk and water only
Does not spill her milk and works hard to keep her table neat and clean
Goes to toilet after breakfast
Has a pleasant attitude toward people at her table and keeps elbows off the table
Weighs 40 pounds

SLEEP AND REST

Slept about ten hours
 Had no regular bedtime
 Slept with her windows open

Same
 Has regular hour at eight o'clock
 Keeps windows open

BIG MUSCLE ACTIVITIES

Would not play at all, very spoiled
 Pushed in line
 Could not sew
 Ignored signals set up for routine affairs
 Could not dress herself

Plays some in a more friendly way
 Does not push
 Does excellent sewing for her age
 Responds to routine signals more consistently
 Does dress herself

CLEANLINESS

Hair, skin, teeth and clothes always neat
 and clean

Same

MENTAL AND SOCIAL HEALTH

Showed no signs of initiative
 Was irritable—cried, often wanted her way
 first
 Would not mingle with other children, im-
 politely treated them
 Would not finish up job
 Would not play with boys
 Was disobedient
 Did not like babies or pets

Shows signs of independence
 Cries only occasionally and waits her turn
 Mingles more with other children
 Finishes up her work satisfactorily
 Plays with boys and girls
 Is more obedient
 Likes babies and pets

BILLY—Age 6—Father's occupation, merchant.

NUTRITION

When Enrolled

Did not care whether he drank his milk or
 not
 He drank several glasses at home
 He did not like cereals very well
 He drank as many as four glasses of water
 every day
 He drank coffee when his mother would
 allow him to
 Ate sweets any time he could get them
 He knew very few of the foods which make
 children grow
 Went to toilet regularly

After Six Weeks

Drinks his milk well now
 Still drinks milk at home
 Is very fond of cereals now for breakfast,
 especially oatmeal
 Drinks four or more glasses of water every
 day
 Does not drink coffee now
 Still eats sweets
 Knows many of the foods that make chil-
 dren grow
 Same

EXERCISE AND PLAY

Did not take part in games much
 Did not respond to signals
 Could not express ideas in dramatization
 Did not know how to carry chairs
 Did not like to draw
 Could not saw and hammer

Takes part in games
 Responds to signals
 Can express ideas in dramatization
 Knows how to carry chairs
 Likes to draw and make booklets
 Uses both with comparative ease

SLEEP AND REST

Slept 10 to 11 hours every night
 Slept in a dark room

Sleeps 10 to 11 hours
 Sleeps in dark room with windows open

CLEANLINESS

Skin, teeth, hair clean
 Wears clean clothes
 Was not very careful with his clothes

Skin, teeth, and hair still clean
 Wears clean clothes
 Is more careful about keeping them clean

MENTAL AND SOCIAL HEALTH

Was slow about starting work in free period
 Would not read or talk
 Was not afraid of darkness and animals
 Was afraid of storms
 Not always truthful
 Would not wait his turn
 Did not depend upon himself for anything
 Cares for pets and other animals
 Very reticent in talking

Does better work in free period and enjoys
 work more
 Will talk before others
 Is not afraid of dark or animals
 Is afraid of storms
 Is not as truthful as should be, but is more
 truthful than at the beginning of school
 Waits his turn
 Depends upon himself more
 Still very interested in caring for animals
 and pets
 Less reticent in talking

REFERENCES USED BY THE GROUP

The Happy Baby—Dr. L. E. Holt; Mid-West Conference, 1926, Intelligent Parenthood;
 Care and Training of Children—Goodspeed and Johnson; Personality and Social Adjustment—
 Groves; Social Aspects of Mental Hygiene—Williams; Training the Toddler—Elizabeth Cleve-
 land; The Retarded Child—Gesell; Good Manners and Right Conduct—McVenn—D. C. Heath;

Child Training—Angelo Patri; About Ourselves—Overstreet—W. W. Norton; Psychology of Abnormal People—Morgan; The Nervous Child—Dr. H. C. Cameron; Mothers and Children—Dorothy C. Fisher; Children's Behavior and Teachers' Attitude—Wickman; The Psychology of Personality—Bagby; Baltz and Bott—Parents and the Pre-school Child; Curtis—Education Through Play—Macmillan; Terman—Hygiene of the School Child; Winbridge—Other People's Daughters; English Bagby—Psychology of Personality; Oberteuffer, D.—Personal Hygiene for College Students; Wickerman—Children's Behavior and Teachers' Attitude; Personal Health Standard and Scale, 10¢—Teachers College, Bureau of Publications; Averill—Hygiene of Instruction; William—Social Aspects; Beer—A Mind That Found Itself.

KEEPING WELL*

HOW THE UNIT ORIGINATED:

During the month of February there was an epidemic of measles. The majority of the children were the victims. Retardation resulting from poor attendance was the talk of the school. On March 1st every child in my room had recovered and was back. The children were delighted, and continued to talk about it. I discussed with them the importance of good health and attendance for the remainder of the year.

STATEMENT OF PURPOSE:

They all expressed a keen desire to learn to keep well and to be present every day of the remaining three months. I asked if there was anything we could do for those who would make a record of one hundred per cent attendance for that period of time, and the following suggestions were given: Giving books as rewards; having a picnic in honor of the successful ones; giving toy gifts; making gifts.

After much discussion the list was narrowed down to the following:

1. Giving books
2. Having picnic

HOW THE UNIT PROCEEDED:

- I. Children made decision about what was to be done for the perfect attenders.
 1. They held meetings in which speeches were made in favor of things suggested to do.
 2. They voted for picnic as it would prove cheaper than awarding the books.
 3. They planned for the raising of money to buy picnic food through a picture show and a store.
 4. They recorded their plans on charts.
- II. Teacher displayed books and posters about picnics and parties and foods.
- III. Children gave a moving picture show illustrating how one may keep well.
 1. Decided to illustrate the "Rules of the Game" and name it "Keeping Well."
 2. Worked out a reel for each rule. Illustration: Foods—A child's breakfast, a child's lunch, a child's supper, father's breakfast, father's dinner, father's supper; some "go" foods, "regulators," "builders."
 3. Visited shows given in other rooms and in the auditorium: Original play by Miss Valentine's room—puppet show by Miss Falkner's room—lantern slides, dramatizations and other programs by others.
 4. Planned music by the toy orchestra and by the ukelele club for the picture show: Selections—"Cherries Are Ripe," "Wooden Shoes."
 5. Made and sold tickets, counted, and recorded money made.
 6. Wrote health titles for the show in own words: illustration—"A clean boy washes his neck every day."

*Contributed by Mabel Garris, Salisbury City Schools—First Grade Unit—Time: Three Months.

7. Made notices advertising the show and distributed to other rooms; these were health posters, e.g., "Learn why raw cabbage is good for you."
 8. Took pictures of work being done.
 9. Counters were arranged, price tags made and attached to food articles, and articles arranged for display in the "Store of Health."
 10. Clerks were selected according to ability to change money and rating on health score card.
 11. Counted money.
 12. Recorded experience with the store and the amount of money made.
 13. Printed notices advertising the sale and delivered them to all the rooms in school.
 14. Cleaned up each day after the work period.
 15. Judged work, advised and asked advice.
 16. Wrote letter to Mr. Phillips asking for nails.
 17. Added the money to that made from show.
- IV. Supervisors sent notices to parents by children urging good attendance.
- V. Chart records of progress were made and hung in the room.
- VI. Health habit score cards were kept (see pages 379-81).
- VII. The children planned and had a picnic.
1. Tried out recipes and decided what would be good for the picnic. We made enough butter, cottage cheese and buttermilk for the few remaining at school for lunch one day.
 2. Decided to use sandwich recipes from a cook book ordered and brought to school by Hilda Graves Stoker. (See below.)
 3. Learned to read the recipes so that time would not be lost when we began making the sandwiches.
 4. Made booklets of charts composed during the spring project.
 5. Read about picnics and parties from books in the grade.
 6. Learned to make nut and raisin sandwiches, also ham and egg sandwiches, and lemonade.
 7. Washed dishes and cleaned up after preparing food for picnic.
 8. Went to Piggly Wiggly and bought groceries, using memorandum.
 9. Charles Wessinger counted out the money to the groceryman while others watched to help in case of need.
 10. Table was arranged for picnic and blessing asked.
 11. Four groups practiced dramatization to be given at the picnic. There was competition in seeing which group rendered the best production.
 12. Hiked to Daisy and gathered daisies as souvenir to take home to mothers.
 13. Ten-cent booklets were given to the winners: "Red Riding Hood," "Goldilocks," "Jack and the Bean Stalk." There were thirteen winners.
 14. Story of the picnic was recorded.

HAM AND EGG SANDWICHES

Thin slices of buttered white bread
 Hard cooked eggs
 1 level tablespoon minced ham to each egg

1 tablespoon mayonnaise or cream dressing to each egg
 Salt and pepper to taste

Have the eggs finely chopped or pass them through a meat chopper; add the ham, dressing and season, and mix well. Spread the mixture on a slice of buttered bread and cover with another. Trim off the crust and cut into diamonds or triangles.

NUT AND RAISIN SANDWICHES

1½ cup seeded raisins
 ½ cup chopped nuts

Juice of ½ lemon
 Buttered graham or white bread

Chop the raisins finely or pass them through a meat chopper with the shelled nuts; blend smoothly and moisten with the lemon juice. Spread between slices of well-buttered bread.

SOME ACTUAL AND PROBABLE OUTCOMES OF THE UNIT:

- I. Of the twenty-eight problems listed by the children the following bore directly on healthful practices or information supporting these practices:
 1. What foods and habits are proper and healthful?
 2. What and how much do we need to buy?
 3. What kind of sandwiches shall we make?
 4. How can we remember how to make them?
 5. Shall we walk or ride to the place?
 6. What games shall we play?
 7. How can we tell who the winners are?
- II. All children read "Going to a Picnic," and "At the Picnic" in *Wag and Puff*, and "The Surprise Party" in *Surprise Stories*. Almost everyone read *Up and Doing* and *Work-a-Day Doings*. Many read the *Story Hour Primer*, *The Child's World Primer* and many others seeking health stories and ideas for a picnic. Several cook books were brought.
- III. The following health information was presented and fairly well understood:
 1. In experimenting with recipes, they learned that milk is a very healthful food, and that many dishes can be prepared from it.
 2. The children learned that some recipes in the recipe books must be rejected. Cucumber sandwiches and pimento sandwiches were compared with other more wholesome sandwiches. Ham and egg sandwiches and raisin and nut sandwiches were chosen.
 3. Care in preparing the foods was emphasized and washing utensils, washing hands, and not coughing over food.
 4. We decided that we could not wade as Billy and Sally did when they went on a picnic, because it was not yet summer and sickness might result.
 5. The children all brought thick (whole) newspapers to sit on, since there might be still some of the winter's dampness on the earth. However, it rained the night before and the children all agreed it would be better not to sit on the ground at all. The tables were spread in the school room. Hiking in sunshine and fresh air was voted as a very good thing to do. That formed the main part of our picnic.
 6. We talked of why we should keep our groceries—meat, butter, and eggs cool.
- IV. Activities lead to contribution from every subject matter field—Literature, Science, Geography, Spelling, Fine Arts, Language, Arithmetic, Industrial Arts, and History. (Note: These phases are not discussed for lack of space. The full unit may be secured from Miss Nena Deberry, Salisbury, North Carolina.)
- V. There were evidence of growth in the following aspects of good citizenship expressed in the group or the individual's life.
 - Systematic planning before undertaking a piece of work.
 - Working pleasantly and politely together during manual work period.
 - Waiting patiently for tools.
 - Listening quietly while others talked.
 - Hiding disappointment when another's work was found to be superior.
 - Ability to explain understandingly.
 - Putting school attendance ahead of outside pleasures.
 - Working with a reasonable amount of quietness.
 - Checking tools after using to see that none are lost or damaged.
 - Being quiet while visiting other rooms that were at work.
 - Continuing work and not gazing at others who came into the room to see the store.
 - Habit of recording events.

Care, accuracy, and honesty in handling money.
 Counting money in orderly way (putting like coins in same pile).
 Washing hands and utensils when handling foods.
 Washing clothes (doll clothes for store) in warm suds then rinsing through two clear waters.
 Reasonable amount of self-control at meetings and at work times.
 Ability to organize and plan.
 Ability to use feet and inches.
 Manners at the table.
 Asking the blessing at meals.
 Living up to the responsibility of completing anything started.
 Asking names of books brought or made by children.
 Asking a child to read his booklet to the class (or to an individual).
 Caring for paint brushes.
 Using a cook book as a guide.

An appreciative attitude toward the amount of labor necessary:

- (a) to entertain people, (b) to put up and operate a store.
- Interest in picture drawing and naming developed in some children a study attitude toward pictures.
- A realization of the fact that we have to work for our pleasures and not beg our parents or relations.
- A willingness to entertain evinced by all.
- No spirit of resentfulness shown when the winners were given a superior degree of recognition at the picnic.
- All filled with a desire to make a perfect attendance record next year, and thereby win attendance certificates.
- Appreciation of those doing superior work in composing records, in manual work or in entertaining.
- A disgust for those who start a piece of work and never finish it.
- A responsive attitude at all circle meetings on the part of three-fourths of the pupils.
- A sensitiveness to impoliteness.
- A spirit of interest towards rooms doing some of the same things we are doing.
- Much patience at the picture show, even though not able to see the picture.
- Patience shown more and more in the use of tools as the year moved on.
- The idea that school comes first except in case of serious sickness.
- The idea that work comes first, then recreation.
- The idea of the importance of assuming responsibility.

GRADE FOUR

Specific Objectives:

- To assist the child in assuming more responsibility in working out the detailed practices of health.
- To help the child decide upon his "training rules" or habit objectives and keep a check-up on their performance.
- To assist child in developing a health vocabulary.
- To afford a means of experiencing many health activities contributing to the idea of recreational play and physical exercise.
- To help child acquire some health knowledge.
- To lead the child to achieve success, to express himself, to take effective action when necessary to develop normal social relationships, and to make school a friendly, happy and optimistic place in which to live.

Methods of Procedure and Standards Suggested for Outcomes:

I-A. *Some definite approaches and activities that relate to the life experiences—eating, drinking, and the elimination of body waste.*

Any suitable ones from lower grades, particularly making the survey of habits, etc.

Prepare individual "Training Books," or "Health Diaries," or schedules based on their needs. Illustrate with cut-outs, water-color, pencil sketches, pen and ink, block prints, crayola, or any other medium, paying attention to true art principles.

Through coöperative effort decide upon some heroes of the school, community, and from history to be studied. Why are they heroes?

Encourage scouting with boys and girls. Organize Junior Red Cross or Health Crusader units.

Introduce a study of "Foods That Bring Health."

Initiate a food preservation campaign with particular emphasis on the values of fruits and vegetables; use sugar, vinegar, salt, alum, other chemicals, and boiling and sealing. Allow some fruit juices to ferment. Make some sweet grape juice by boiling with sugar the following recipe: 1 qt. grapes in jar; 1 cup sugar; boiling water to fill; seal tight. Develop good uses of vinegar.

Study bread-making.

Make a study of milk production from cow to child. Develop meanings of whole milk, skim milk, buttermilk, cream. If practical and if the activity will make a real contribution, make milk products. Visit a dairy. Observe separation, bottling, sterilizing, transportation. If possible learn about special procedure connected with certified milk and develop reasons for its superiority. Pasteurize some milk. Compare keeping quality with that unpasteurized. Make a study of great food-producing areas of the work connected with production and the health.

Grow plants with and without plant-food and with and without sunlight. Place beans or peas in a glass of pure water, some with lime water, some in water with iron, some with phosphorous. Observe effect of these foods on growth.

Plan and prepare a Thanksgiving or Christmas basket for these individuals: a baby, a boy of eleven, a girl of nine, a sick mother, and a father who works hard at manual labor.

Grow bulbs. Emphasize food storage for future use.

Study Byrd's expedition with special reference to food supplies.

Write original stories on such topics as "The Adventures of a Grain of Puffed Wheat," "A Tale That is Told by a Glass of Milk," etc.

Plan and serve coöperative lunches in accordance with the rules of a well-balanced menu.

Collect a variety of well-balanced lunches for children of this grade and age, for underweights, for overweights.

Let children keep diet record, then work up changes for improvement.

Always list outcomes by class and individuals. Compare with specific habits, attitudes, understandings, and attitudes set up below.

I-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed in connection with child experiences, of eating, drinking, and elimination of body waste with sources of supporting information and illustrative materials.*

1. With reference to Address and IV:*

Those not thoroughly established in lower grades—(See outline for grades 1-3).

Selects a nutritious meal where there are lunch-room or cafeteria facilities

IV-4; IV-3; Address—IX, XII, XVI, XVII, XXI

Drinks little or no ice-water; no tea, no coffee, no alcohol; no tobacco—Address—Same as above.

Exercise self-control with regard to the kind, amount, and time of eating food

V-13; VI-10; IV-4; VI-10—Address XXIV

Feels some responsibility for personal choice of food

and sanitary protection of that of others.....VI-18

Enjoys or is learning to like the wholesome foods

IV-4; V-8; V-13; V-10

Regularly weighs one's-self

IV-4; V-3; IV-143

Eats with clean hands.....IV-3; V-15; VI-12—Address VII

Uses correct scientific names for processes of

defecation and urination.....V-9; VI-11

Attends properly to needs of defecation and urination.

Needs no cathartics.....IV-34; Address, VI

2. Additional Sources—

- a. For the pupil: Illustrative material from American Dental Association, Chicago, Ill.; N. H. L.—Chaps. I-IX; O. D. L.—IV-90; H. H.—I-221, 249, 369, 375, 398; B. S. B.—10, 52; H. W.—VI, VIII, IX, X, XI; Beeson—The Health Game—Bobbs-Merrill; Keep Well Stories for Little Folks—Jones—Lippincott; The Most Wonderful House—Haviland; The Child's Day—Hutchinson—Houghton; Newmayer and Broome—Playroad to Health—American Book Co. Pictures: Feeding Her Birds, The Holiday, Pothast; Chums, Jones; Blue Flowers, Lauritis A. Ring; Miss Mischief, Adamson; Whistling Boy, Duveneck.
- b. For the teacher: Guide for Health Program. Manual Lummis—Schawe. World Book Co.; Unit Course of Study in Nutrition for Rural Schools—American Red Cross, 75¢; O. H. H.—192-215; L. O. H.—3-31; H. B.; H. P. E.; Teaching How to Get and Use Human Energy—Public School Pub. Co., 75¢; Fruit as an Aid to Health—Life Extension Institute, New York City; A. B.—I, II, VIII, XII, XIII, XX.

I-C. *Concepts to be gained in connection with eating, drinking, and the elimination of waste.*

1. Those not mastered in preceding grades.
2. A good menu for children has (a) a maximum of vegetables, fruits, cereals, and milk; (b) a minimum of sweets, meats and pastries; (c) no tea or coffee.
3. Every child should eat fruit (a) to get energy for work and play; (b) to help growth.
4. Every child should eat vegetables because (a) they aid digestion; (b) they contain minerals and lime for bones and blood; (c) they furnish energy; (d) they help elimination.

*Address: Boys and Girls of Wake-Up Town—Ginn. (State adopted optional text.)
IV: In Training for Health—Turner-Pinckney. Heath.

5. One should drink milk every day because (a) it contains what the body needs to grow; (b) it satisfies hunger and thirst.
6. It is not good practice for children to drink tea or coffee or most commercial drinks because (a) they take the place of foods; (b) they do not help one to grow; (c) they are habit-forming usually; (d) they keep children from being well and happy; (e) they often interfere with rest.
7. One should drink at least four glasses of water each day to help in digestion and elimination of body waste.
8. The teacher, nurse, doctor, or parent will help as far as each is able with individual health programs.
9. Chewing slowly and thoroughly helps digestion.
10. Boiled, broiled, or baked foods are more healthful than fried.
11. Milk is the best all-round food.
12. One should eat regularly, three times each day and not between meals.
13. The use of tobacco interferes with appetite.
14. Foods are valuable because they furnish the body with sugars, fats, proteins, vitamins, and minerals, all of which are necessary to growth.
15. Yeast is a microscopic plant that multiplies rapidly in warm, moist foods.
16. Yeast feeds on sugar and starts up fermentation.
17. Fermentation is the yeast giving off as body waste free alcohol and carbonic acid.
18. The forming and escaping gas causes bread to rise.
19. Vinegar which is formed from fermented fruit and vegetable juices is a food preservative.
20. Microscopic plants and animals called bacteria will spoil food unless well protected from dust and warmth.
21. Very high heat kills bacteria and yeast.
22. The presence of certain bacteria in foods is dangerous to health.
23. The use of tobacco sometimes causes ill-smelling clothing and breath, sometimes produces sore mouth, overworks the salivary glands which supply the enzymes needed to digest sugars and starches.
24. The leading wheat, corn, milk, butter, orange, grape, rice, potato, fish, and vegetable-producing areas of North Carolina and world are—(pupil should complete for each item).
25. Foods that build bone because of minerals are: green vegetables, eggs, milk, fruit, cheese, fish, whole wheat flour, potatoes.
26. Foods that make the body grow: beans, milk, eggs, whole wheat bread, beef, lamb, chicken, carrots, cheese, peas, fish.
27. Starchy foods give heat and energy: beans, sugar, ice cream, cereal, potatoes, peas, cornstarch, white bread.
28. Milk can build, repair, give heat, furnish energy, because it contains proteins, carbohydrates, minerals, and vitamins.
29. Certified milk is worth increased cost because the dairy barns are clean, workers and cows are examined for diseases, water

supply is safe, milk is analyzed by bacteriologists and chemists, cows are clean, bottles are sterilized, milk is bottled and iced at dairy.

30. Certified milk is not pasteurized.
31. Malnourishment may be due to (a) eating irregularly, (b) excessive indulgence in sweets, (c) poorly planned meals, (d) eating food without chewing, (e) drinking coffee instead of milk, (f) insufficient sleep, (g) habitual constipation, (h) bad tonsils and adenoids, (i) lack of appetite due to poor ventilation.
32. Pasteurization is heating to kill disease germs.
33. Bacteria which cause souring cannot develop fast in cold milk.
34. Defecation is elimination of solid body waste from the intestinal tract.
35. Urination is elimination of liquid body waste from the kidneys and bladder.
36. Perspiration is elimination of water and small amounts of waste products through the skin.

II-A. *Some suggested approaches and activities that afford opportunity for practicing desirable health responses in the life experience of sleeping and resting.*

Those suggested in previous grades which are appropriate for the level of development such as health diaries, habit questionnaires, Every-day Health Review, study of other nationalities.

Continue habit survey through questionnaires from pupil and parent and through personal diaries. Lead them to report personal habits of sleeping and make suggestions for improving.

Study pictures, poems, stories, music, etc., conducive to spirit and condition of relaxation.

Study sleep and rest habits and customs of children of other lands, of pets, other animals.

Investigate sleep and rest rules for camps as set up by Boy Scouts, Health Crusaders, etc. Let class draw up own sleep and rest code. Check actual outcomes with those listed below.

II-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with the natural life experiences of sleeping and resting with sources of supporting information and illustrative material.*

1. With reference to the Andress and IV:

Those not established in previous grades (see outline for grades 1-3).

Opens windows before going to bed—washes face, hands, and feet—brushes teeth.....IV-69; V-25

Changes daytime clothing for suitable night clothing.....IV-69

Uses right amount of bed clothing to suit weather conditions.....IV-7; IV-69

Rests 10-20 minutes during the day, preferably after the noon meal.....IV-7; V-21; VI-3; IV-72

Prefers to and does go to bed regularly and early
IV-7; V-21; VI-3; IV-69

- Sleeps 11 to 11½ hours in bed, completely at rest
or asleep with windows open, preferably alone
IV-73; Andress—VI, XXIV
- Avoids activities requiring late hours—picture
shows, playing, studying IV-7
- Sleeps on the side comfortably relaxed, using a
rather low pillow IV-4; IV-7
- Uses no tobacco or alcohol IV-111-119

2. Additional Sources—

- a. For the pupil: N. H. L.—I-165-169; H. H.—I-150, 167, 185, 206, 301; B. S. B.—IX; The Land of Somus; H. W.—IV, V, XIII; Elson Reader—IV, 115.
- b. For the teacher: IV-69-79; A. B.—22; O. H. H.—220-235, 236-239; L. O. H.—103; H. B.—60.

II-C. *Concepts to be gained in connection with the life experiences resting and sleeping.*

1. Those set up for previous grades.
2. Sleep and rest are essential to body repair and growth.
3. The conditions favorable to the best sleep are lightweight but sufficiently warm covering, a low pillow or none, no lights, and quiet.

III-A. *Some suggested approaches and activities that relate to child-life experiences involved in making a good appearance through good posture and cleanliness and neatness of clothing, person, and environment.*

Those listed for lower grades which are appropriate to this level of development. Review situations in the child's day, list the possibilities and work on them. (Part Two, I.)

Study habits of animals in protecting themselves—shedding of coats, changing of colors, etc. Compare human skin with fur-bearing skins.

Make a study of effect posture or physical bearing has on appearance.

Develop reasons for cold feeling one sometimes experiences after swimming or when sitting in draft. Dangerous effect of.

Make a study of the commercial aspect of cleanliness—volume of trade and advertising in soap, other cleansing agents, vacuum cleaners, machines, etc. Trace evolution of cleanliness customs in history.

Emphasize cleanliness before eating, after visiting the toilet. Continue hand-washing demonstrations or drill if necessary.

Put on a "Swat the Fly and Mosquito" campaign.

Survey the school and community for fly and mosquito breeding places.

Secure the coöperation of the health department and civic organizations in abolishing them.

Make the inspection for cleanliness, a phase of the *Every-day Health Review* and rejoice over the cleanliness evidenced. Let class set up standards or achievements to be worked upon. Let these be such as can easily be checked. (See pages 272, 279.)

Demonstrate right way to come to school, to go to bed, to get ready for dinner or lunch.

Where there are no washing facilities let the grade have the setting up of such as a project.

Grade committees may assume responsibility for various cleanliness aspects—floors, boards, lunches, visiting toilets, etc., and lead them to make rules for keeping face, hands, feet, hair, etc., healthy and good looking.

Prepare a section for the museum showing kinds of fabrics, kinds of shoes, etc., and to what weather and occasions they are best suited.

Develop a large unit study of sources of clothing, of costuming by periods.

Teach treatment of any skin diseases that may appear. (See page 328.)

Check outcomes.

III-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with child-life experiences related to making a good appearance—posture, cleanliness, and neatness of person, clothing, and environment with sources of supporting information and illustrative materials.*

1. With reference to Andress and IV:

- Those not thoroughly established in the lower grades
(See outline for grades 1-3)..... Andress, VII, XXIII
- Follows as carefully and willingly as possible the
advice of teacher, nurse, or doctor with regard
to prevention and control of skin diseases and
infections IV-3
- Takes a cleansing bath using warm water and soap
two hours after a regular meal..... IV-3, 24, 145
- Enjoys the feeling of being clean..... IV-3, 24, 145
- Uses toothbrush of proper size, shape, and stiffness..... IV-24
- Brushes and exercises the gums so that bruising
and laceration are avoided..... IV-54
- Refrains from breaking or biting hard substances
with the teeth..... IV-58
- Cuts and cleans finger- and toe-nails regularly..... IV-33
- Cares for toe-nails to prevent ingrowing by cutting
straight across IV-33
- Prefers clean feet and hose..... IV-33, 145
- Removes damp clothing and warms body if chilled..... IV-107
- Puts on extra clothing after strenuous exercise..... IV-108
- Considers the weather, the season, and the occasion
when dressing Andress, XIX
- Appreciates both health and aesthetic values of
dressing properly IV-108
- Coöperates in eliminating skin diseases.

2. Additional Sources—

- a. For the pupil: After the Rain—C. I.; N. and B.—Chapter XXVII; American Dental Association; McGowan—Soap Bubbles—Macmillan; H. H.—I-95, 106, 127, 249; N. H. L. I.—Chaps. XI, XII, XX, XXI; Haviland—The Most Wonderful House in the World; B. S. B.—35; H. W.—VI, VII, XII.
- b. For the teacher: H. B.—pp. 66, 67, 88, 64, 65; Walter Reed (Health Heroes—M. L. I.); L. O. H.—30, 51, 88, 85-90, 91-2, 256, 265, 309, 310, 190-2, 255, 284; A. B.—XV, XVI, XVII; Outlines for Cleanliness Teaching—C. I.

III-C. *Concepts to be gained in connection with child-life experiences that relate to making a good appearance—posture and cleanliness and neatness of person, clothing and environment.*

1. To form good habits of posture try every day to sit and stand in the proper way.
2. One's physical attractiveness is largely dependent upon condition of hair and skin.
3. Pimples and blackheads are often due to a failure to use enough warm water and soap to cleanse thoroughly the face.
4. Keeping the bowels open and the skin clean helps to prevent boils.
5. Wool is the warmest fabric, cotton next, then rayon, silk, and linen.
6. Clean clothing is an essential of good taste.
7. Dress should be comfortable.
8. Different people require different weights of garments to keep warm.
9. Tight garters and bloomer elastics are injurious to health.
10. Sweaters as a rule should not be worn indoors.
11. A careful toilet includes (a) clean face, neck, ears, hands and nails; (b) clean, neat hair; (c) clean, neat clothing.
12. Bathing too soon after eating interferes with good digestion.
13. Soiled hands and nails help spread infection.
14. Bruising or tearing the gums increases chances of infection.
15. Correct use of drinking facilities means an individual cup or not touching mouth to parts of drinking fountain.
16. Correct use of toilet facilities means careful flushing after use to avoid throwing commode out of order, leaving the seat of toilet clean and neat, closing outdoor stools.
17. Correct use of washing facilities means washing under running water where possible, using individual towels, leaving the wash bowl clean and neat.
18. Correct use of school equipment—books, maps, cards, etc.—includes clean hands and no moistening of fingers with saliva.
19. See VI-C.

IV-A. *Some suggested approaches and activities that relate to life experiences which tend to prevent or injure health—communicable disease, infection, accidents, physical defects, insanitary conditions.*

Those outlined for lower grades which are appropriate to the level of development of this particular group.

After surveying children's past experiences, present interests, and their health status and needs, consider possible units of work, subjects, situations, and activities which will bring about natural learning situations connected with these four enemies to health, such as study of helpful and parasitic plants, common diseases of the elementary school, first aid, and safety. Plan a series of such routine organizations as *Clean Up*, *Swat the Fly*, *Not a Cold in Our Room*, *Parents' Visiting Day*, *No Epidemic This Winter*, and *Safety First* campaigns—and clubs in which class may choose to participate.

Make every effort to secure parents' coöperation in detecting and correcting physical defects. Note signs of nervousness, squinting, listlessness, mouth-breathing.

Note symptoms of communicable disease (see disease chart). Send children home or to nurse or doctor.

See discussion of Every-day Health Review (page 279).

See weighing and measuring suggestions (page 279).

See discussion of Health Services (see pages 266, 267, 271-278).

Demonstrate and participate in fire and traffic drills.

Let class assume responsibility for making an attractive room for a shut-in.

Study animal, such as frog or fish, for understanding of breathing.

Prepare illustrated Safety First charts covering fire hazards, highway dangers, play care, and poisonous plants.

Study relationship of cleanliness to disease infection.

Prepare a unit centering about some such ideas as "Guarding the Gates to Our Temple"—(eye, ear, nose, mouth)—"Free Transportation" or "The Biggest Bums"—(germs and carriers).

Read and dramatize the stories "Boys and Girls of Wake-Up Town" and "The Land of Health," remembering that "A good story is an experience."

Plan a camp for sand table. Set up standards for sanitation and habits. Make a real camping trip, if possible.

Check actual outcomes with those listed below.

IV-B. *Some desirable outcomes—habits, attitudes, and appreciation—that should be formed in connection with activities related to life experiences which tend to prevent or injure health—insanitary conditions, communicable disease, infection, accidents, physical defects with sources of supporting information and illustrative material.*

1. With reference to Address and IV:

Those introduced in previous grades which are not thoroughly established (see outline, grades 1-3)

Address, VII, X, XIV, XVII, XXII

Exposes skin to sunshine without burning.....IV-80, 101

Reports sore throat immediately and coöperates to control it.

Carries and prefers a clean handkerchief.....IV-36

Prefers well-modulated tone of voice and achieves this end.

Protects ears when swimming or diving.....IV-91

Promptly reports ear troubles—wax accumulations, discharging conditions; eye, ear, nose and throat troubles.....IV-91

Has foreign particle removed from the eye by some capable person.....IV-96

Goes regularly to the dentist.....IV-49

Reads only when light is sufficiently bright and from over the left shoulder.....IV-98, 99

Wants to and tries to learn to cook, market, clean the house, and care for babies where needed.....IV-120, 130

Respects parents and home.....IV-120, 130

Knows simple life histories of a few plants and animals.....IV-101

Does not drink water from unknown wells and springs.

- Has pet dogs immunized against rabies or obeys muzzling ordinances.
- Destroys breeding places of mosquitoes and flies.
- Has reasonable fear of disease germs IV-26
- Begins to feel responsible for protecting others from infections IV-1, 2
- Willingly participates in health inspection or reviews IV-1-12; IV-143
- Willingly coöperates in health examination and corrections.
- Recognizes need for mature advice on medicines to be taken in case of serious accident IV-87
- Enters and leaves cars—especially school busses—of all kinds in the right way IV-81-85
- Does not play around railroad tracks, bridges, or on highways IV-81
- Walks on or off left side of highway.
- Understands not to throw matches into, or light them around inflammable substances.
- Refrains from using gasoline and kerosene to light fires.
- Exercises care in building bonfires and always extinguishes them before leaving IV-88
- Does not use dangerous fireworks IV-88
- Exercises discretion in climbing and the act of physical prowess.
- Knows how and uses electrical appliances properly IV-84
- Keeps to the right in walking.
- Bears pain reasonably bravely IV-87
- Knows and observes traffic regulations.
- Can swim.
- Recognizes poison ivy and poison oak and will take proper precaution against them.
- Can and does administer the following first aid treatment when needed: minor cuts, bruises, and nosebleed IV-3; IV-24
- Tries to maintain self-control in an emergency IV-10
- Coöperates in eliminating skin diseases.

2. Additional Sources—

- a. For the pupil: N. H. L.—Book I, Chapters IX, XI, XVII, XIX, XXIV; O. D. L.—IV-8, 11; H. H.—I-25, 48, 77, 150, 274, 291, 373, 392, 421; B. G. W. I.—p. 122; H. W.—VI; Studies in Reading—IX, 9¢—Good Reading, 245.
- b. For the teacher: L. O. H.—pp. 73-5, 137, 139, 144-6, 105-9, 91-8, 151-78, 199-213, 226-43; A. B.—I-VII, XVII, XVIII, XIV, XV, XVI; O. H. H.—249.

IV-C. *Some concepts to be gained in connection with activities that relate to life experiences which tend to prevent or injure health.*

1. Those not established in previous grades.
2. Fresh air and sunshine are essential to health and growth.
3. Infection in ear, eye, nose, and throat should have immediate attention.
4. Overstraining the eye is expensive in convenience, time, and money.
5. The common agents of infection are soiled hands, soiled handkerchiefs, and dust particles.
6. Pencils, shoes, handkerchiefs, fingers, wounds, toilets, infected persons, and stale air are disease carriers and promoters.
7. The common symptoms of a cold are dryness of throat, burning of the eyes, nasal discharge, and fatigue.

8. Treat a cold by (a) getting more rest and sleep, (b) taking a mild cathartic, (c) drinking lots of water, (d) eating little food, (e) avoiding contacts with others, (f) calling a physician if a severe case.
9. Avoid a cold by (a) keeping away from people who have colds, (b) not drinking from another's cup, using another's towel, pencils, etc., (c) keeping things out of the mouth, (d) washing hands before eating, (e) preventing chill due to wearing damp clothes, sitting or lying in a draft, (f) keeping a room temperature of 68-70 degrees Fahrenheit, (g) wearing clothes suited to the weather, (h) spending at least an hour each day in the fresh air, (i) sleeping with windows open, (j) training skin to resist changes in temperature by cold baths and vigorous rubbing, (k) keeping bowels open, (l) eating normally, (m) keeping within one's physical limitations.
10. Most contagious diseases have such noticeable signs as running nose, flushed cheek, high temperatures.
11. Breaking the enamel causes tooth decay.
12. To treat pediculosis saturate hair in kerosene and let remain bound in towel over-night. Good soap and vinegar will clear out the oil and nits.
13. To treat scabies (itch) apply sulphur salve for five successive nights. Wear all day. Follow with cleansing bath.
14. "A good look may save a good life"; most accidents are preventable.
15. Play on the playground, not on the highways.
16. A good dressing for burns is baking soda or flour paste, vaseline, olive oil, castor oil, cream, lard, or epsom salts.
17. A clean folded paper pressed up between the upper lip and gum will sometime stop nose-bleed.
18. A sick person should be kept cheerful.
19. Clear water is not always safe water.

V-A. *Some suggested activities and approaches which relate to child-life experiences involving posture, physical exercise, play.*

Secure posture charts and let children rate themselves.

Stimulate interest in such outdoor hobbies as hiking, photography, flower gardens, bird sanctuaries, fishing, boating, and horse-back riding.

Make a collection of clothes, and shoes, and furniture which hamper good posture—which encourage it.

Work up folk games and dances of the different countries studied in connection with geographical or historical interests.

Make a game book.

Check outcomes with list below.

V-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with activities involving posture, exercise, and play with sources of supporting information and illustrative material.*

"Simply to live, move, and breathe should be a delight."

—William James.

1. With reference to Address and IV—1-59, 101, 131:

Participates according to age.

Achieves a reasonable degree of performance in such feats as running, jumping, climbing, throwing, and catching a ball. (See Physical Education.)

Enjoys competitive and coöperative participation with others. Appreciates value of regular exercise as a factor of physical development.

Appreciates value of good posture.

See section on Physical Education.

2. Additional Sources—

- a. For the pupil: N. H. L. I.—Chaps. I, XIII, XIV; B. S. B. (whole text); H. H.—I-150, 167, 185, 378, 390, 397; H. W.—IV-V, VII, VII, 187.
- b. For the teacher: L. O. H.—38-9, 43-52, 53-7, 140, 283, 293-4, 316, 334-7; A. B.—21-22; O. H. H.—229-235.

V-C. *Concepts to be gained in connection with activities involving posture, physical exercise, and play.*

1. Those previously set up and related ones in IV-C.
2. Good posture commands attention and respect.
3. Bad posture results in an ugly appearance.
4. Bad posture interferes with the work of the vital organs.
5. Bad posture increases fatigue.
6. Foot disorder may cause backache, fatigue, poor circulation, indigestion.
7. A good shoe corresponds to the natural shape of the foot.
8. Corns, ingrowing toe-nails, and blisters are often caused by ill-fitting shoes.
9. Stockings should be changed everyday.
10. Good posture results from good habits.
11. Exercise makes the muscles stronger, leads to deep breathing, strengthens the heart, helps to healthful fatigue, stimulates the appetite and causes greater consumption of food, and helps to prevent constipation.
12. Shivering is a danger signal to do something to get warm.
13. Child should understand how to play games listed in Physical Education for this grade.
14. The child should understand the general structure of bones, joints, and muscles.

VI-A. *Some suggested approaches and activities which provide opportunities to contribute to emotional and mental health of the child.*

See outline for grades 1-3.

Study such people as Helen Keller, Burbank, Washington, Roosevelt, and Lincoln, whom this age would strive to emulate.

In connection with geographical and historical interests—especially the Greeks, Romans, and Egyptians—note attitude toward alcoholism.

Dramatize stories having desirable health factors and elements. Constantly check to note growth.

VI-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed or developed as further steps toward emotional health with sources of supporting information and illustrative material.*

1. With reference to Andress and IV:

Seeks by observation and experiment to satisfy curiosity about the world around him.

Keenly interested in friends, sports, hobbies, etc. _____ Address, XX

Meets difficulties squarely without dodging the issue _____ Address (whole)

Is developing increasing initiative in work and play _____ Address, XXIII

Is developing orderly habits _____ IV-1; IV-131; IV-73

Refrains from brooding and worrying.

2. Additional Sources—

a. For the pupil: N. H. L. I.—1-16; H. H.—I-150, 167, 185, 301; B. S. B. (read whole book); A. B.—XVIII, XIX, XX, XXI; H. W.—I, II, III (whole book); Andress—XXVI, XXVII.

b. For the teacher: L. O. H.—3-31, 245-57, 268-87, 307-18, 136-50; O. H. H.—229-235; Thom—Child Management. Washington, D. C., Department of Labor (free).

VI-C. *Concepts to be formed in connection with these emotional reactions.*

1. One should not blame others for his mistakes.

2. The nervous system is an enemy or valuable friend.

3. One should not disparage success of others.

4. Worrying is a bad habit.

5. One should do his best.

6. One should do only one thing at the time.

VII. *Some suggested approaches and activities involving natural opportunities in child experiences for learning about matters related to life processes connected directly or indirectly with social hygiene. (See page 296.)*

VIII. *Illustrations of school activities having health information and practices as dominant factors.*

1. REVIEW BOOKLET OR PLAY SUGGESTED BY RUBY POOL, FOURTH GRADE TEACHER, ANDREWS CITY SCHOOLS—"MY TRIP TO HEALTHLAND":

Deciding on the trip.

Deciding on how to travel.

Packing: comb; brush; clothes brush; toothbrush; towel; washcloth; soap; nail file; bath robe; slippers; clothes for traveling, dining, picnicking, cool weather, warm weather, rainy weather; first aid provisions; possible safety first needs.

Stations: Clear Water Lake (all washing included here); Foodville (all foods included here); Freshair Mountain (exercise and fresh air); Rest Valley (sleep and rest); Happy Hollow (peace and happiness).

Return home.

2. HOW A FOURTH GRADE TEACHER USED "BOYS AND GIRLS OF WAKE-UP TOWN":*

An interest was aroused in the health of our class and school through the study of the text, "Boys and Girls of Wake-Up Town." This book presents the story of two large schools competing for best attendance.

*Mrs. W. L. Harris, Harrisburg Public Schools, Harrisburg, N. C.

One was a school of health where all the health rules were followed; and the other was an unhealthy one where no health rules were followed.

While completing it, the following questions were raised: Why do I want to be healthy? What health habits do I need and wish to form?

Members of the class collected many other interesting health books in search of suggestions and information. "Keep Well Stories," "Healthy Living," "In Training for Health," "A Journey to Healthland," and "Health Culture Readers." Such booklets as "Children of the Sun," "Overweight," "First Aid in the Home," "Strong Hearts," "The Health of the Worker," "How to Live Long," "Florence Nightingale," pamphlets from the State Department of Health, and "Health Heroes" were read at home and discussed on class. The children took a great interest in this for they were anxious to know just how they could avoid certain kinds of diseases. They not only brought all available material from their homes, but borrowed from friends and neighbors whenever possible.

As a correlation our English was centered around health work. Every child in the class wrote letters to different places asking for material that would be helpful. Each child also wrote to some friend telling about the different things they had made and learned in their study of health. During our study of paragraphs the children wrote interesting ones on "The Cleanliness of Other Countries," "Good Health Habits," "Why I Want to be Healthy," and numerous other topics to be discussed in the other classrooms. This brought in a study of the dictionary, for the children needed to know more about the meaning of such words as "vitamins" and "proteins." Several health poems were memorized and a study made of many others. All the children wrote original poems. Each child made a list of the words that had been used and from these we selected our spelling lessons. Each member of the class was allowed to decide which new words he or she preferred or needed to learn.

We devoted our entire arithmetic period to problems related to health for about two weeks' time. The class seemed to take more interest in some of our hardest fundamentals when they were related to our project. We usually had to change the wording of the problems in order to make them clear to the entire class, so that all could join in solving them. Imaginary trips were made to the grocery store to purchase groceries for different meals. The children were very careful in selecting the supplies for these meals to keep other members of the class from raising questions as to their desirability from the standpoint of health. We checked to see how long it took the entire class to wash and dry their hands in attempt to teach the value of time. When we decided to build a lily pond on the school ground every child helped in making the plan. Rulers were used to plan the exact dimensions. It was built in the shape of a triangle and it was remarkable how much less time it took to teach the class what a triangle was, than it took to teach them the rectangle from the book.

In the work about other countries their habits of bathing and general cleanliness were considered. Holland was studied and the neatness and the cleanliness of the people were emphasized. We especially noted the custom of hot baths every day for both old and young in Japan. A contrast was made in the improved conditions of our people today over the earlier settlers in regard to health and sanitary conditions. A frieze illustrating cleanliness customs in other lands resulted from coöperative effort.

The bathing facilities in the rural and city homes were studied and a record made of the number of homes having lights and running water. The children looked for and destroyed breeding places for flies and mosquitoes. Homes and public buildings were observed to see which were the neatest and cleanest. An interest was aroused in keeping the classroom and the school grounds clean and orderly. A student board of health was organized consisting of a doctor and nurse. Its duty was to attend to any cuts and bruises received at school and to attend and look after the sick. Clean up days were observed, and the walls, woodwork, blackboards and windows were washed, the school grounds were cleaned up and flowers planted.

Probably the outstanding classroom activity of the whole project was the hot lunch program, a program that has produced unusually gratifying

results and one that has since been adopted by some other grades in school. The first step in this plan was to get the children interested. This proved very easy to do when the advantages of such a program were studied and explained. The next step was to enlist the coöperation of the parents and this was easily done through the enthusiasm of the children. The equipment used was very simple. The children brought cups and spoons from home and we used an electric hotplate for cooking. All dishes and utensils of the children were left in the room from day to day, being washed each day before and after using. We have served hot cocomalt, vegetable soup, potato soup, potatoes and beans. The children furnished practically all the necessary ingredients for each day's menu, rotating from time to time. After the program was once well started the children were able to make most of the plans, prepare the food and serve it. Duties of preparing, serving and cleaning were taken by different children in turn.

The class was greatly interested in the weighing process, each being anxious to gain. As a result of this program and the gains made by individuals, other classes have started hot lunch programs and with the interest of the school and community aroused, it seems probable that an extensive program for the school will be carried out next year.

One of the greatest art lessons of the year was the preparation of luncheon cloths for use during our lunch. Five yards of green oilcloth were bought and cut into thirty-seven pieces to furnish a napkin large enough to spread over each child's desk. After the napkins were cut the desired shape, attention was given to decorating them in some way. It was decided to paint a design on each one in rose. Some patterns were found in books and shown to the children, and some were drawn on the board by the teacher. Each child was given a sheet of unprinted newspaper and a pair of scissors and they began trying to cut designs suitable for their napkins. After they learned how to fold their paper, some very attractive designs were cut. The best design of each child was selected and transferred to a piece of thick smooth paper suitable for a stencil pattern. If the painted design was not satisfactory, it was washed off with kerosene and another attempt made. The children were proud of their work and greatly enjoyed the finished napkins.

Unbleached domestic was used for the towels and aprons. The girls made the aprons to fit themselves. A short and long stitch was used around the edges and an outline stitch was used around the towels.

Cloth was dyed and ironed in the room to make a curtain for the cabinet where we kept our supplies for the hot lunches. A design was then painted on the curtain with crayola and a hot iron run across the wrong side to stamp it in the cloth. Small frames were made and green cloth tacked over them to use in the windows as a screen to keep the wind from blowing in on the heads of the children when the windows were raised.

In our program of classroom activities a number of individual and group posters were made. Two or three posters were made at a time, and the other children were kept busy on something that did not require so much supervision, such as cutting out fruits and vegetables to illustrate food facts, or making cup towels and swings. Plans and patterns were made by the teacher outside the classroom for most of the posters, especially for the children that were not very good at this kind of work. The best children were allowed to make their own letters to use on their posters. If the right spacing was not used, we usually destroyed the poster and made another, but this was always done with good spirit. The children were usually encouraged and wanted to improve each time. Letters placed upside down were not allowed to stay that way for fear of encouraging the wrong type of work. Books containing pictures of posters were given the children and they were allowed to select the poster they wanted to make. The comical ones seemed to be the favorites of most of the class. Instructions for cutting letters were given and we had a number of students that cut them well enough to use on their posters. The effort culminated in a frieze of Health Practices for the Child's Day.

Another class activity was the writing and presentation of a health play. This fifteen-minute play, "A Sad Accident," contained seven characters and was so named because it emphasized safety.

In the program of playground activities we selected a small grove near the school building as a playground for the elementary children and proceeded to clean it of bushes, straw, dead leaves and other accumulated debris. The children took interest and pride in cleaning this up because it was to be a place in which they could play for some time to come. We call it the school park and we hope that the work we have begun in this grove will be continued from year to year.

The next problem was one of securing playground apparatus. A number of rustic benches have been made and we expect to add others. In co-operation with the seventh grade we made and sold ice cream and other things to secure money enough to buy a \$39.50 slide. We are planning to add swings and other equipment as fast as we possibly can.

Another part of the outside program was the construction of a lily pool in the park. This will enable us to study the gold fish in their natural environment as we studied them in their bowl. It is also an excellent problem in home beautification as well as a part of our park development. The pool was built in the shape of a triangle, each side being six feet long. It was constructed of rock and cement, practically all, for a depth of $2\frac{1}{2}$ to 3 feet, being built below the level of the ground. A drain pipe leads from the cement bottom to a small stream nearby. In this pool we put gold fish, tadpoles, water hyacinths, ferns, and lilies. Different kinds of flowers will be planted around the pool.

In addition to the playground activities mentioned we have taken part in the school recreation program throughout the year. A number of new games have been learned and we are now giving attention to various folk games, taken from the North Carolina Bulletin on Physical Education. These are taught by using the victrola and the children are very enthusiastic in learning them.

Evidences of improvement in the following have been noticed:

1. Interest in appearance of person, home, and school.
2. Interest in scientific information about health.
3. Faithful performance of health habits.
4. Conduct at table.
5. Interest in outdoor activity.
6. Interest and coöperation of parents—especially for hot lunches.
7. Gain in weight for all except one member of class.

3. LIVING HEALTH IN THE FOURTH GRADE:*

On the first day of school, September the ninth, thirty-seven parents either sent or brought their sons and daughters to my room to enter school. Out of this number twenty were underweight from two to eleven pounds. Eleven had four plus tonsils; eight more had three plus; and one could see from only one eye (a fact which the parents of the child had not discovered). One boy who was starting in the grade for the fourth time could not see anything at all from any seat in the room, due to crossed eyes. Nearly half of them needed dental treatment; and one boy had two hemorrhages within the first month of school. These were some of the conditions I learned about from personal observation and doctor's examination. I was to teach those children to read, to write, to work independently, and to live richly.

For nearly one month we studied health stories, wrote health rhymes, and made health posters, before the class decided to check its own health habits. We did this for several days and found that less than one-third of the children were having milk, more than half were drinking tea and coffee, only ten were getting the right amount of sleep, and less than half were brushing teeth or possessed toothbrushes. These facts started our campaign. The group decided on the ten health rules they felt were most important. Each child received a new chart each week, and a check was made at the close of each day. The rules as developed by the children were, "The Rules of the Game." (A. C. H. A.)

Many means were used to make it easier for the game to be put into practice. We sent numerous letters to parents. Parents' meetings were

*Adapted from report of Mrs. C. Parker Poole, Benvenue School, Nash County.

held in the room when the mothers were asked to make talks along this line. Of course the material for these discussions was made available by the teacher. Parents were asked to help the child check on Saturday and Sunday, as the other checking was done at school. They were visited, every one of them, and asked to help in many ways, especially in providing toothbrushes and assisting with baths. Each parent was asked to send a small mayonnaise jar filled with some kind of vegetable, soup or cocoa, in the child's lunch. This they did very gladly. These vegetables were placed in a large vessel with a small amount of water, over a hot-plate. This provided children with a hot dish for lunch, and also made certain that they were eating vegetables.

We helped establish the habit of hand-washing before meals by doing it in our room every day before lunch. Our lavatory facilities were not at all adequate, so we purchased a large oil can to hold liquid soap, a gallon pot with funnel attached for the water, a ten-quart bucket to catch the waste water. The soap and paper towels were furnished by the school. With the help of three captains, one to squirt soap, one to pour water, and one to hand paper towels—we soon learned to have the hand-washing for every one in the room in four minutes. The captains soon learned that they must have everything in readiness for us.

The biggest problem was that of drinking milk. Was it right to score them down when they could not get milk? We solved that problem by asking the Parent-Teachers Association to furnish half of the cost of a half pint of milk each day for each child. This they gladly did. We furnished the other half. For a few months we bought the milk at greatly reduced prices from one of the very best dairies. Even at reduced rates, the bills began to grow larger and larger, both for the teacher and the P. T. A. It was then that the grade mother and the teacher decided to rent a tested jersey cow. The teacher furnished the rent and part of the feed, and the grade mother and P. T. A. furnished the rest. The grade mother kept the cow and cared for the milk. It was sent to school each morning on the school truck. One of the boys took charge of it. This method reduced the cost from sixteen dollars per month to seven, as the grade mother got enough milk to pay her for the feed she furnished.

Each morning at ten o'clock, just after our outdoor play period, the captain of each table acted as hostess, and served the milk. Other captains—as dishwashers—cleared the tables, and washed and scalded the cups, pitchers and bottles, and put them away. Our grade kitchen became a very popular place, and afforded many opportunities for teaching cleanliness and sanitation.

The results of such efforts are never entirely visible. However, by actual weighing and measuring at the last of school we found that we had reduced the underweights from twenty to two. Those two gained three and four pounds respectively, but had started the year nine and eleven pounds underweight. During the year we enrolled forty-nine, seventeen of which were repeaters. At the close of school there were only six repeaters left for next year. Personal appearance improved. Every grade acquired a hot-plate and had a hot dish for lunch. Hand-washing was practiced throughout school.

GRADES FIVE, SIX, SEVEN

General Objectives:

To place a new emphasis on health habits previously set up in such a manner as to result in deepened appreciation of their values.

To supply real reasons in the form of supporting information for the practice of health habits.

To secure the interest and coöperation of the community in a well-planned health program.

General Procedures:

Read carefully suggestions for the lower grades to get some idea of the child's probable school experiences in health. List these. Study carefully the probable interests of the children. List these.

Plan a survey of your class to determine what their actual health behavior is and what their needs are. This survey should include the following:

1. Health knowledge measured by
 - a. Informal tests based on concepts and habits set up for lower grades, or
 - b. Standard tests such as the Gates-Strang, or
 - c. Both
2. Health status as shown by weighing and measuring results. (See page 279.)
3. Health habits as revealed by
 - a. The record of teacher's observation
 - b. The child's record of another pupil's practices
 - c. The child's own report or diary (unsigned) covering the following items and kept successively over a period of time:
 - (1) Dietary history
 - (2) Sleeping and resting history
 - (3) Exercise and play history
 - (4) Work or study history
 - (5) Illness history
 - (6) Temper tantrum or other emotional history
 - d. Cumulative reports from previous years if any (physical and mental)
4. Results of a physical examination made by a physician or nurse if possible, by a teacher if not. (Note: Teacher may get suggestions for this from Buice, pages 315-319, also see pages 267, 273.)
5. Results of a survey of their interests as revealed by
 - a. Their participation in the above survey
 - b. Their conversations
 - c. Their reactions to a suggested list of possible activities such as health clubs, competitive game tournament, etc.

With the coöperation of your pupils *build up a health program* for the year which does the following things:

1. Emphasizes pupil responsibility for their own health habits and those of others.
2. Emphasizes more of the "why" for health habits.
3. Centers about real health problems relating to the individual, the school, and the community, e.g.:
 - a. Preventing an epidemic of mumps, colds, measles, sore throat, etc.
 - b. Planning a beautiful, healthful school
 - c. Equipping a playground
 - d. Setting up standards for a model grocery, market, dairy, water, supply, etc.
4. Provides for coöperation with the community forces—P. T. A., Kiwanis, Rotary Club, etc.
5. Indicates the probable schedule of interests at regular times during the year:
 - a. The twice-a-year physical examination of the borderline cases
 - b. Monthly weighings
 - c. Regular class assemblies for such purposes as meetings of the clubs (any type class prefers, such as The Little Mothers, Modern

Health Crusaders, Junior Safety Council, Junior Red Cross) to take care of such items as need attention—cleanliness and neatness of clothing, person, room, school building, toilets, or grounds—nutritional matters—sleeping, resting, or play activity reports—community health projects and problems—instruction along any needed lines—mid-morning lunch for the real underweights. (Caution: This period must be carefully guided and directed by teacher so that health and citizenship habits, attitudes, and information really grow. The following questions are suggestive of a profitable committee meeting discussion:

- What conditions or factors in the school life can members of the club handle?
 - What committees are needed and what are the duties of each?
 - What should be concentrated upon?
 - What sources of help can be called upon?
 - What information is needed if a wise procedure is followed?
 - What will constitute a wise procedure?)
- d. Notes dates of annual drives known as "Clean-Up Week," "Safety First," "Thrift Week," "Swat-the-Fly Campaign," etc.
 - e. Suggests types of helpful devices in records, scrapbooks, excursions, drives, bulletin boards, posters, pageants, plays, equipment. (Note: The text has excellent suggestions along this line.)
 - f. Supplements the above with a list of probable possibilities for health teaching in connection with other subjects or units of experience. The following are suggestive:
 - (1) Arithmetic (scan text to find other applications): Family and individual food budgets; weight and height computations; measurements—pints and gallons; miles walked; quarts, pecks, bushels, pounds in grocery store or farm units; dates for weighing, measuring, and visiting the dentist; time of sleeping and rising; proportion of the body that is water; percentage gain in weight; graphs of individual and class gains; common fraction—multiplication in making recipes to serve class, or other groups at parties or luncheons.
 - (2) Language (Note references to Open Door Language Series given under each heading.):
 - Clear, correct, courteous, well-modulated speech in all routine work and special discussions or reports.
 - Prepared talks presented to class, other class, school assembly, P. T. A., or some civic organization proposing some needed changes to improve health opportunities or to defend any right practice that is in question. For example: "This school can and should introduce sanitary fountains." "This class can and should become responsible for making the playground a safe place to play." "We should have interclass field days for the upper grades," etc.
 - Coöperatively produced pageants and plays centering about health themes.
 - Correctly spelled, well-written, properly capitalized, telling titles for posters, scrapbooks, news articles about health topics.
 - Well paragraphed, correctly spelled and punctuated, simple health rules, news, etc., for the booklets kept.
 - Correctly written, charmingly and graciously but simply expressed letters of invitation, regrets, and thanks in connection with favors extended by class or by others to the class.
 - Clear business letters asking for health materials.
 - Opportunities for practice in writing direct discourses, paragraphing, etc., in connection with imaginative stories built around health themes. (To teach language technicalities there should be thorough checking at the language hour.)
 - Diaries and child reports of all kinds should receive periodical comment on form, neatness, correctness and charm of expression with suggestions for improvement where needed.
 - (3) Reading (Scan all basal and supplementary readers listing health topics. Note references given also in connection with instructional units.)
 - Any history, geography, or civic reading for information should be taken care of as needed by the class to solve directly a health problem, answer questions about which they are curious, or to gain information needed in unit of experience not strictly health.
 - (4) Nature Study and Science and Civics: In these grades units of work will cover equally these four fields. (e.g.: water supply, insect campaigns.)
 - See courses of study for these subjects, particularly those units concerned with insects, bees, time, lighting, harvesting, making soap, soil, bacteria, yeast.
 - (5) History (This list may be expanded upon.):
 - Heroes—Washington for posture, Nathan Hale as an athlete, Nathaniel Greene for strength of body, Daniel Morgan for endurance, Daniel Boone for love of out-of-doors, Roosevelt for improving on his natural endowment, Walter Reed for contribution to knowledge of yellow fever, Dorothea Dix for mental

health service, Edward Jenner for mastering smallpox; pioneer life—comparison of health snares; Pilgrim's winter; life at Jamestown; Gold Rush; Panama Canal; training of the Athenians and Spartans—Olympic games of ancient history and today; Rome's contribution to cleanliness; noted scientists and their contributors—inventions, medical discoveries, etc.

- (6) Geography:
 - Study of wheat—food products; value of whole-wheat, bran, graham bread, etc.
 - Study of sheep raising. cotton, flax, relative merits of woolen, cotton and linen clothing.
 - Study of hogs, cattle, sheep, goats, fish, fowl—value and sources of various meats, cod liver oils, roe, canned goods.
 - Study of sugar industry—cane, maple, beet—full food.
 - Study of Mexico—rubber for weather protection.
 - Canada—outdoor sports.
 - Study of tobacco—harm to digestion, sleep, rest, growth.
 - Coffee—interference with digestion, sleep, rest, growth.
 - Transportation—help toward balanced and varied diet.
 - Mining—effect of insufficient fresh air and sunlight on lives of miners.
 - Manufacturing—effect of overwork, lack of fresh air, outdoor exercise on workers; contribution to healthful, attractive clothing.
 - Independence and interdependence of different states and nations for foodstuffs.
- (7) Spelling: Any words needed to edit newspaper, make poster, write diaries, plays, pageants, songs, etc.
- (8) Music: Such songs as the following taken from Progressive Music Series—One Book Course suggest obvious uses: New Day; Good Morning; Sleep Little Treasure; In Wooden Shoes; At Night When I Have Gone to Bed; Will You Come With Me; The Holiday; Bed in Summer; The Swing Song; The Stars; Dolly's Lullaby; The Little Owls; Winter Cheer; Early to Bed; The Farmer; A Spanish Dance; A Basque Lullaby; Betty and Billy; Harvest Home; Slumber Song; Sweet and Low; Little Sister's Lullaby; Russian Harvest Hymn, etc.
The regular Progressive Music and the Hallis-Dann Series (State adopted texts) offer many more.
- (9) Art:
 - Posters with designs and drawings for drives and campaigns that conform to art principles and really clarify a health ideal or idea. See "Art in the Elementary School"—Mathias.
 - Illustrations for scrapbooks, newspapers, health records, etc. (Same standards.)
 - Costumes for plays and pageants. (Same standards.)
 - Play movies. (Same standards.)
 - Health favors. (Same standards.)

At appropriate intervals take stock of the outcomes in habits, attitudes and concepts. (See page 378.)

General References for the Teacher:

- Buice—pp. 273-334.
- Strang—Subject Matter in Health Education—80-114.
- Methods of Health Instruction—Hoefler—Elizabeth McCormick Memorial Fund, Chicago.
- Classroom Teacher—Vol. I, 5, 8, 12.
- Science in the Service of Health—Downing. Longmans.

GRADE FIVE

Specific Objectives:

To work out a health program which will meet the needs of pupils who have reached the point of wishing or being interested in knowing the reason for the health habits they are practicing.

To train children in proper habits of living based upon their natural interests.

To develop clear conceptions of such habits, attitudes and knowledges as will best promote physical and mental health of children at this level of development.

To enlist coöperation of parents.

Methods of Procedure and Suggested Standards for Outcomes:

I-A. *Some suggested specific approaches and activities that relate particularly to the experiences—eating, sleeping, and elimination of waste.*

Class may draw up a list of food habits which will help growth and a list of those which do not.

Class may prepare a chart demonstrating the travels of a carrot, roast, milk, etc., showing work of digestive and excretory tract and circulatory system.

Treat the unsigned class diaries of the kinds of food which have been consumed in the following ways:

1. Penalize undesirable foods—pickles, coffee, tea, coca-cola, between meal sandwiches and candy. (For undernourished and those having extremely early breakfast there should be opportunity for eating. The selling of candy should be discouraged by substituting wholesome foods.)
2. Star desirable foods—fruit, milk, eggs, cooked cereal, brown bread.

Let class work in groups and set up a series of daily menus having good food combinations. Illustrate pictorially. Use Home Economics teachers, high school students, the County Home Agents, and 4-H girls and boys.

Compare food diaries of those who grow most with those who grow little.

Classify foods in diaries as "go material," "building material," "regulating materials," "growth materials."

Have a "100 per cent Food Liking Campaign" with a view to popularizing such foods as cabbage, collards, canned tomatoes, etc.

Conduct animal-feeding experiment using rabbits, white rats or guinea pigs.

Keep records of food eaten and weight gains.

Demonstrate proper handling of food—washing hands (page 391), washing and peeling fruit, refraining from handling another's food or eating food which has touched the floor or other dirty object.

During lunch periods as nearly as possible arrange so that children:

- a. Wash hands before beginning.
- b. Sit down to eat.
- c. Eat slowly, chew thoroughly, and take small mouthfuls.
- d. Drink water only when there is no food in the mouth.
- e. Try to be as pleasant as possible.
- f. Do not talk with food in the mouth.
- g. Rest before and after if possible.
- h. Take care of food waste, etc.

Discuss in class importance of water, its proper care, etc., the regularity of evacuation.

Observe Temperance Day and Live-at-Home Week.

Prepare tests suggested in Section III, Part Two for checking actual outcomes.

I-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should develop in connection with activities which relate to eating, drinking, and the elimination of waste, with sources of supporting information and illustrative material.*

1. With reference to the state adopted basal text:*

- Continues those set up for lower grades..... V-1-12
- Drinks from the school or other public fountains after running the water and so as not to touch with lips V-58, 75, 78
- Realizes that diet-and-exercise regulation of digestion and elimination is better than the use of medicines V-58-72, 73-92
- Is interested in the foods that make for growth, those that maintain strength and energy V-13-21, 22-26, 35-50, 51-66, 67-72
- Desires to eat at regular hours..... V-84-92
- Desires to eat right foods and grow—eggs, fish, meat, vegetables, milk V-84-92, 93-102
- Avoids sweets and soft drinks between meals, and tobacco, tea, coffee and alcohol in any form at all times V-84-92, 142-147
- Evaluates more critically advertisements of foods, drinks, and tobacco products.

2. Additional Sources—

- a. For the pupil: O. D. L.—172, 96; N. H. L.—Book I, Chaps. III, IV, V, VI, VII, VIII, IX; H. S.—IV, IX, VIII; H. E. D.—IV; H. A.—Book I, Chaps. XI, XII; Kaa the Snake—Kipling; Far and Near—43; Louis and Rowland—Silent Reader—V-234.
- b. For the teacher: Averill—65-68, 194-228, 403; O. H. H.—242-297; Crissey, The Story of Foods, XXIII, XXIV; Food, Nutrition and Health—McCollum; Rose and Knowlton. Nutrition in an Elementary School—Bureau of Publications, Teachers College; Set of Nine Charts on Food and Growth—Bureau of Home Economics, Washington, D. C.; School Room Experiments With Tobacco—Anti-Cigarette Alliance of America, 26 S. Detroit St., Xenia, Ohio; T. H. G.—36-76, 76-90; Rose. Study of Nutrition Teaching in Fifth and Sixth Grades—Teachers College Record, May, 1930; Alcohol: Its Effect on Mind and Human Efficiency. Fisk. W. C. T. U., 15¢; The Use of Tobacco—Hall-Signal Press, 1730 Chicago Ave., Evanston, Ill.; Reasons I Would Give My Brother for Letting Cigarettes Alone. Walkin. W. C. T. U., 2¢; Baseball Pitching and Smoking—W. C. T. U., 2¢; Patent Medicines—American Medical Association, Dearborn St., Chicago, Ill., 15¢; L. O. H.—3-31, 245-57, 268-87, 307-18, 58-75, 62-5; H. E.—71-72, 57; Buice: VIII, IX, XIII, 277; Stoddard, C. F. The World's New Day and Alcohol. S. T. F., 15¢.

I-C. *Some concepts that should be gained through activities related to eating, drinking, and the elimination of body waste.*

- 1. Those set up for lower grades but not yet fully understood.
- 2. To touch the drinking fountain with the mouth is unmannerly and dangerous because there may be harmful disease bacteria left or picked up.
- 3. The stomach is the fuel box for the body.
- 4. A sick stomach is an indication that the body needs some attention.

*Turner-Collins. Health. D. C. Heath Co., Atlanta, Ga.

5. Protein foods help the body to grow and repair itself.
6. Milk, eggs, cheese, cocoa, meat, fish, beans, and peas, are proteins.
7. Starches, sugar, and fats give children strength to run and play.
8. Cereals and bread from wheat, oats, rye, and corn, macaroni and spaghetti from wheat, potatoes, fruits, vegetables, and milk furnish starches and sugars.
9. Cream, butter, and olive oil are fats.
10. Alcohol is not a real food although it burns up quickly.
11. Unused fats form a reserve for body emergencies.
12. Water helps to regulate digestion and supplies muscle, bone, blood, and other body parts with their needs.
13. The coarse, stringy fibers of vegetables help to move the food along the digestive tract.
14. Dark bread has the coarse fibers but white does not.
15. Plenty of vegetables will prevent need of medicines.
16. Milk and fresh vegetables help to prevent skin disease and scurvy.
17. Prunes, peaches, apricots, and apples when dried are good regulators.
18. The body needs iron to make good red blood which it does by extracting the oxygen from the air through the lungs.
19. Carrots, spinach, lettuce, celery, eggs, prunes, raisins, apples and oranges contain iron.
20. The body needs calcium for strong teeth and bones.
21. Milk, green leafy vegetables, and celery contain calcium.
22. The juices of the digestive tract change whatever the body can use into the following substances: (a) sugar, dissolved in water, (b) a soapy or fatty fluid, (c) dissolved growth material substances, (d) salts in solution, (e) water, (f) vitamins.
23. The blood carries food substances to all parts of the body.
24. Eating too much or too little food sometimes injures the digestive system.
25. Eating too fast and between meals may also have a harmful effect.
26. Good manners create a pleasant situation which helps digestion.
27. Baked, boiled, or steamed foods are more healthful than fried.
28. If between-meal food is necessary, milk, bread, butter or fruit is best.
29. Tobacco spoils the appetite.
30. Hard foods give the teeth necessary exercise.
31. Tea and coffee cannot take the place of food.
32. One can break a habit by the following means:
 - a. Make up the mind that one wishes the thing desired.
 - b. Practice the desired activity.
 - c. Allow no exception.
 - d. Do everything possible to strengthen the desire.
 - e. Use a substitute (e.g., cocoa instead of coffee or tea where possible).

33. Alcohol is made by yeast plants growing in a liquid which contains sugar.
34. A narcotic is a substance which puts one to sleep.
35. Alcohol is a narcotic and puts to sleep parts of the body if taken in great quantity.
36. Studies show that memory is not so good, the muscles do less work, the heart goes faster, and the body is more susceptible to disease when alcohol is taken.
37. Morphine and opium are narcotics also.
38. Research shows that tobacco makes the heart work faster, the muscles relax, and makes the vision less accurate and clear.
39. Tobacco affects the nervous system and heart. These in turn affect growth and scholarship, because they spoil appetites.
40. Alcoholic practices increase chances for illness, fatigue, and accidents.
41. Insurance and industrial companies do not consider a drinking man a good risk.
42. Tobacco will keep away insects from seed, plants, and clothes.
43. Patent medicines often contain drugs and as a rule should be taken only on the recommendation of a physician.
44. The foods which should appear in the diet each day are:
 - a. Milk, at least one pint, preferably one quart.
 - b. Two kinds of vegetables every day, preferably two besides potatoes.
 - c. At least one kind of fruit each day, preferably two, one fresh.
 - d. A whole grain cereal for breakfast.
 - e. Some hard bread to chew every day, preferably made from flours not entirely deprived of bran coats.
 - f. A glass of water between each two meals, besides that on rising in the morning.
 - g. Three meals according to a regular schedule.
45. Going without breakfast, eating candy and sweets between meals, omitting milk from the diet interfere with growth.
46. Daily Food Score Card:

Milk—4 glasses	plus 20 points
Two servings vegetables, other than potato	plus 20 points
One serving raw fruit or vegetable	plus 20 points
Cooked cereal or other hot food for breakfast	plus 20 points
Foods requiring thorough mastication (raw vegetables or hard breads)	plus 20 points
Teas or coffee	minus 20 points
Candy between meals	minus 20 points
Weiners or pickles, or coca-cola	minus 20 points
47. Breakfast is necessary to supply morning energy, lunch to supply afternoon energy.
48. Tea and coffee usually displace milk, a complete food, and overstimulate young nerves.
49. Indigestion is sometimes caused by being worried or excited.
50. The stomach contains gastric juice which dissolves meat, fish, and other proteins.
51. The intestines contain pancreatic and intestinal juices which dissolve starches and sugars.
52. Plenty of water in the digestive tract helps to wash along the food.

53. Regular evacuation is an aid to elimination.

54. Milk, vegetables, and cereals help build strong teeth. This needs careful attention while growing the permanent teeth.

II-A. *Some suggested specific approaches that relate to sleeping and resting.*

At 2:30 or other needed times, introduce relief periods of stretching and relaxation for the formal schedule. This is not necessary in the flexible program where physical activity is the rule rather than the exception.

Class may formulate a list of habits of rest and sleep which promote growth and those which retard.

Conduct a Sleep-Long-Hours-Campaign when needed.

Demonstrate correct bed-making.

Demonstrate correct lying position.

Check actual outcomes in habits, concepts, and attitudes (page 378).

II-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with activities related to sleeping and resting with sources of supporting information and illustrative materials.*

1. With reference to the basal text:

Those set up for lower grades (see previous outlines)	V, 1-12
Eats a light meal before sleeping	V, 148-156
Spends a short quiet period before sleeping	V, 148-156
Relaxes completely during all rest periods at home and at school	V, 148-156
Airs bed-clothing each morning	V
Realizes and appreciates the importance of sleep, rest, and relaxation as aids to efficiency and a good disposition	V, 148-156
Realizes that outdoor exercises and play helps toward good sleep and rest	V, 155, 167-169, 172-178
Sleeps so as to avoid a draft	V, 148-156
Avoids tea, coffee, or alcohol	V, 158

2. Additional Sources—

- a. For the pupil: O. D. L.—96; N. H. L.—Book I, Chaps., XVI, XVIII; H. H.—X; H. E. D.—III; H. S.—XXIX.
- b. For the teacher: O. H. H.—236, 260, 294; L. O. H.—99-35; H. P. E.—38-46; H. B.—60; Averill—XIV, IX.

II-C. *Some concepts that should be gained in connection with activities related to sleeping and resting.*

1. Those previously set up.
2. The heart continues to work while one is asleep.
3. The digestive organs continue to work while one sleeps.
4. A light meal is more easily digested; therefore, the heart and stomach have less work to do.
5. Sleep is necessary for growth and repair.
6. Grown-ups have only to repair but children have both; therefore, they require more hours.
7. Quiet before bedtime helps one to relax and be ready to sleep immediately upon retiring.

8. Sleeping long hours helps to gain weight.
9. Sleeping long hours helps to eliminate a cross disposition.
10. Tea and coffee are not real foods and tend to stimulate the nervous system so as to interfere with sleep.
11. The nervous system governs all organs and causes them to work together.
12. Rest, relaxation, and sleep are necessary to keep muscles and nervous system up to the best.
13. Late bedtime and lack of fresh air retard growth.

III-A. *Some suggested specific approaches and activities that relate to making a good appearance through good posture and neatness and cleanliness of person, clothes, and environment.*

Pupils may assume responsibility for inspection work in their regular class organizations covering the following as class and individual needs demand: clean teeth, neckties tied, buttons on and fastened, clean face, neck, ears, handkerchiefs, hands, nails, polished shoes, brushed hair.

Make a microscopic study of skin.

Class or teacher or both may prepare a cleanliness questionnaire. A suggestive one is as follows:

Did you wash your hands before breakfast this morning?

Did you wash your hands immediately after using the toilet this morning?

Did you use soap and warm water when washing your hands?

Did you clean your finger nails this morning?

Did you take a cleansing bath at least twice within the past week?

Did you wash your face, neck and ears thoroughly with warm water and soap yesterday?

Did you rinse and dry your skin thoroughly yesterday?

Did you use cold water on your face, neck and chest and then rub with a rough towel this morning?

Did you use your own towel and washcloth this morning?

Did you brush and comb your hair this morning?

Did you use your own clean comb and brush?

Did you wash your hair and rinse it thoroughly within the last two weeks?

(The children answer "Yes" or "No" to the questions—probably the replies should be unsigned.)

Boys may construct home-made showerbaths or class may have them installed as a special class project. A useful nail file may be developed from the handle of an old toothbrush by filing it down to a point.

A class "beauty parlor" might be a useful project.

Study styles in hair cuts and select becoming ones. Illustrate for class members. Study styles in cloth fabrics which are best suited to the season's characteristic weather.

Work up an exhibit of poor clothing, as tight garters, high-heeled shoes, tight neckbands, tight waists, very long skirts. Indi-

cate the unhealthful results. House and school furnishings may be treated in the same way.

Check for growth and needs in all the learnings.

III-B. *Some desirable outcomes—habits, appreciations, and attitudes, that should be formed in connection with activities related to making a good appearance—posture and cleanliness and neatness in person, clothing and environment with supporting information and illustrative materials.*

1. With reference to the state adopted basal text:

Those set up for lower grades.....	V, 103-111, 1-12
Washes feet regularly and keeps nails in good order.....	V, 127-134
Wears clean hose, and comfortable clothing.....	V, 127-134
Massages the scalp by vigorous rubbing and brushing.....	V, 110-111
Wears rubbers out-of-doors during bad weather.....	V, 133
Removes rubbers indoors.....	V, 133
Speaks clearly and distinctly.	
Listens carefully.	
Wears shoes that fit the framework of the foot.....	V, 130, 110
Keeps shoes clean and polished.	
Keeps nose clean.....	V, 110
Holds a sturdy upright posture.....	V, 112-119, 120-126
Stands and walks with toes straight ahead.....	V, 129
Has added appreciation of a clean skin.....	V, 105
Has added appreciation of the value of exercising to the point of perspiring.....	V, 105

2. Additional Sources—

- a. For the pupil: O. D. L.—40, 53, 85; N. H. L.—Book I, Chaps. XI, XII, XIII, XVII, XX; H. H.—Book I, Chaps. I, XIII, XIV, V; H. E. D.—IX, VI; Rikki-Tikki-Tavi—Kipling; Father Wolf—Kipling.
- b. For the teacher: Graded Classics—Halliburton, V, 167; O. H. H.—245, 277, 289; Outline Course of Study on Cleanliness, C. I.; Averill—XIII, XV.

III-C. *Concepts that should be gained in connection with activities related to making a good appearance—posture and cleanliness and neatness in person, clothing and environment.*

1. Those set up for lower grades.
2. The best form in walking or standing is to keep the toes straight ahead.
3. Playing, running, walking, dancing strengthen the muscles of the feet.
4. A sensible shoe is big enough to give free play to all the muscles of the foot, has a line that runs straight through the center of the great toe and the center of the heel and on the inside of the foot, and a low heel set in direct line with the back of the shoe.
5. Wearing rubbers indoors makes the feet tender and easy to chap or frostbite.
6. Cutting nails straight across prevents ingrowing toenails.
7. Perspiration is body waste thrown off through the pores of the skin.

8. A handbrush, a file or nail board, a toothpick or orange wood-stick are useful toilet necessities.
9. Tight clothing, especially bloomer elastic and garters, interfere with circulation.
10. Proper sitting posture is obtained by sitting in seats of right height with hips against back of chair, thighs horizontal, knees bent at right angles, feet on floor, head up.
11. Bathing with warm water and soap improves body odor, and appearance, and lessens chances for catching and spreading communicable diseases.
12. A warm bath helps one to go to sleep.
13. The body is more easily chilled following a warm bath, and going out-of-doors or in a cold room immediately may cause a cold.
14. A warm, tingling glow should follow the rubbing after a cold bath.
15. A cold bath or shower helps to toughen the skin and is a tonic also.
16. Not everyone should take cold baths; a rubdown with a rough towel is good for frail children.
17. Clean nails are a mark of gentility and one protection against communicable diseases.
18. Food left between the teeth will spoil and form an acid which eats upon the teeth, causing decay.
19. It is impolite to use a toothpick in company.
20. Brushing gums is as necessary as brushing the teeth.
21. Excessive neckwear may cause a cold.
22. Oil and perspiration soil the underwear and make changing often a necessity to prevent bad odors.
23. Tight clothing interferes with good circulation.

IV-A. *Some suggested specific approaches and activities that relate to prevention of health injuries from communicable diseases, infection, insanitary conditions, lack of fresh air and sunshine, accidents, and physical defects.*

COMMUNICABLE DISEASE

Teacher watches for symptoms and teaches class to recognize and treat suspicious cases; for example, take this analysis of procedure in case of a cold:

*Situation: Protecting others when one has a cold: (1) *Staying at home when it begins.* (It usually starts with occasional sneezing, slight irritation in the nose and throat, and a chilly feeling. These are symptoms which should be heeded even though the more obvious symptoms of coughing, frequent sneezing, and a running nose have not yet appeared. Diphtheria, influenza, pneumonia, scarlet fever, measles, whooping cough, and other serious illnesses often seem to be "just a cold" in the beginning. Common colds are probably more contagious during the first two or three days.) (2) *Staying in bed.* (If persons would isolate themselves by remaining in bed during the first three days of a cold, they would not only benefit themselves, but would largely prevent the spread of infection. The cold will run a shorter course if the patient goes to bed.) (3) *Sleeping alone.* (4) *Keeping away from other people.* (5) *Covering mouth and nose when sneezing or coughing.* (6) *Keeping away from other people's food.* (7) *Using soft paper or old clean cloths as handkerchiefs to spit in.* (8) *Putting them in a paper bag when used so that they can be burned.* (9) *Keeping hands very clean, because anything touched may be handled soon afterward by someone else.* (10) *Not kissing anyone.* (It is not a sign of affection to give a person your cold germs.) (11) *Using own towel and drinking cup.*

*Adapted from "Subject Matter in Health Education"—Strang.

Teacher sends children home and informs them of disease regulations.

Teacher helps children combat any disease that is a menace—e.g., scabies (itch), may be prevented by preserving cleanliness of body and clothing. In case of infection, see that treatment is taken.

Visit parents; talk before Parent-Teacher Association on relation of well-being to school attendance.

Teacher leads pupils to see that most diseases and accidents are preventable.

MAINTENANCE OF HYGIENIC CONDITIONS

Teachers and pupils assume responsibility where desirable for ventilation, heating, lighting, and sanitation. For standards, see pages 271 and 383.

Emphasize clean, right use of toilet by individuals. It is more important to teach correct use of toilets than how to brush the teeth.

Teacher does as much as possible to fit seats to pupils and to arrange them so that they are not subject to glaring sunlight and reflections. Teacher critically adjusts her program to the physical needs of the child. Pupils assume responsibility for conditions and keep up with them through committees.

Emphasize washing of hands preliminary to lunch periods and wiping off milk bottle tops.

PHYSICAL DEFECTS

Make quite a point of cases where defects have been corrected.

See parents and educate them to fact that bad tonsils, bad teeth and poor eyesight hinder growth.

Illustrate the ages at which teeth erupt. Illustrate appropriate diets and habits for protection of the teeth.

Develop special studies on "the eye and ear our means of understanding."

Demonstrate good reading habits.

Illustrate health fads and fashions. Distinguish between these and real health practices.

SAFETY

Special committees called patrolmen are set up. (See previous outlines.)

Demonstrate rules for caring for eyes and ears.

Check by several testing devices and evaluate actual outcomes as evidenced in real situations such as reading in proper light, crossing streets, walking on highways, etc.

- IV-B. *Some desirable outcomes—habits, appreciations, and attitudes that should be formed in connection with activities related to life experiences which tend to prevent health—communicable diseases, lack of fresh air and sunlight, infection, physical defects, accidents and insanitary conditions—with supporting information and illustrative materials.*

1. With reference to the state adopted basal text:

- Those set up in previous grades _____ V, 1-12
 Adjusts his windows, bed clothings, and night garments in accordance with hygienic practice _____ V, 169, 164
 Helps with school ventilation when it is practical _____ V, 164
 Avoids reading when lying down or in a moving car _____ V, 186, 192
 Rests eyes by closing them or looking at a far-away object _____ V, 186, 192
 Removes foreign particle carefully from the eye _____ V, 186, 192
 Consults willingly an oculist when necessary _____ V, 186, 192, 37
 Listens carefully to others.
 Speaks distinctly.
 Desires to avoid unnecessary loss from fire and accident.
 Dislikes presence of flies, mosquitoes, rats and mice.
 Observes practices of safety as set up previously _____ V, 193, 199
 Observes precautions against colds _____ V, 179, 185
 Is conscious of the relationship of good habits of cleanliness to the control of diarrhea, a common disease.

2. Additional Sources—

- a. For the pupil: V, 103, 111, 182, 183; N. H. L.—Bk. I, Chaps. X, XVII, XVIII, XIX, XXI, XXII, XXIII, XIV; H. E. D.—IX, X; H. H.—XIII, XVI; H. S.—XXIV, XXVI; Days and Deeds—26; Study Reader—136, 139; O. D. L.—53, 89, 80, 52.
 b. For the teacher: Free material on safety from state health and insurance departments; Buice—Part I, Part II—XI, 276, 283, 287, 290; An Introduction to Safety Education—National Safety Council, 30¢; L. O. H.—91-8, 151-78, 265-6, 199-213, 284, 226-42; Alcoholism and Narcotism—Health Education Bulletin, 1929; Averill—X, XI, VI; pamphlets on all diseases and Regulations Governing the Control of Communicable Diseases in North Carolina—North Carolina State Board of Health, Division of Epidemiology, Raleigh, N. C.

IV-C. *Concepts that should be gained in connection with the study of factors that cause health injuries—communicable disease, lack of fresh air and sunlight, infection, physical defects, and insanitary conditions.*

- Those set up for lower grades.
- Communicable diseases are to a great degree preventable by proper coöperation with the health authorities.
- Accidents are preventable to a large degree by observing safety first rules (see V, 193-199).
- Correction of physical defects increases a person's chances for success and happiness.
- Fresh air helps to stimulate circulation which gives a better distribution of oxygen to the body.
- Alcoholic practices increase illness, fatigue, and accidents.
- Smoking is expensive; it increases fire hazards.
- The class is familiar with results of some such studies as these:
 Fisher and Berry: 12% decrease in accuracy of baseball pitching after smoking one cigar; 14.5% after two.

	Smokers	Non-Smokers
Number competing _____	93	117
Number successful _____	31	77
Per cent successful _____	33.3	65.8

O'Shea of University of Wisconsin: In mentality smokers ranked below non-smokers; smokers' grades fell after beginning; those smoking twice as much had lower grades.

Dodge and Benedict, in "Physiological Effects of Alcohol": Tests showed that alcohol equal to that in a pint of wine, or quart of beer, decreased contractile power of muscles 46%.

Tatterman: Drinking decreased fine hand-work such as watchmaking, tooling, and surgery, by 10 to 15%.

Pearl, in "Alcohol and Longevity": "The drinkers as a class have higher rates of mortality, and lower expectation of life than the abstainers as a class. The essential elements in the case are these: (a) alcohol, when abused, leads directly to more or less disastrous consequences; (b) some human beings are so constituted that they will abuse it, with greater or less frequency and regularity."

Statistics from Leipsic Sick Benefit Societies: "Insured drinkers had three and one-fifth times as many small accidents as the average insured worker." "Drinkers lost 372 days for every 100 lost by average insured worker."

Marshall, in "Prohibition in Arizona," etc.: Accident rate reduced 83% in the largest mining and smelting company in Arizona the first dry year (1915).

9. The temperature of room at home and school should be 65 to 68 degrees.
10. The class is familiar with quarantinable disease given in disease chart.
11. Scabies (itch) is due to insect parasites which thrive when there is lack of cleanliness.
12. Physical health makes for better school attendance.
13. The ear should be washed carefully with a soft cloth over the finger so as not to injure the delicate inner ear.
14. Sharp objects should never be used in the ear.
15. The child should be familiar with rules for eye-care—V-186.
16. One can keep warm by exercising.
17. Moving fresh air helps to refresh skin; therefore, sleep is better in room with fresh air.
18. The nose helps to clean, warm, and moisten the air one breathes.
19. Sunbaths are good for convalescents.
20. Household garbage should be kept in a closed can.
21. Screen doors and windows should be kept closed.

V-A. *Some suggested activities and approaches that relate to exercise, play, and posture.*

List of situations which involve posture and care of feet during physical activity: sitting, standing, walking, after school in the country, after school in the city, Saturday and Sunday leisure days, physical education period, free play, going to and from school, buying new shoes and hose, inspecting feet of others, inspecting posture of others, planning exercise for themselves and others, teacher's constant good posture example. One illustration is given:

*"Situation: Buying a new pair of shoes—Choose a shoe that fits the shape of your foot and that has broad heels not more than one inch high, flexible shank, and usually a straight inner line. Broad low heels are best because they give more support to the body weight. High, narrow heels are undesirable because they cause a shortening of the muscles of leg and back, throw the body weight too much on the front of the foot, and induce poor posture. To test whether or not a shoe has a flexible shank, you can do this. The flexible shank allows the foot muscles more chance to exercise and thus grow stronger. To test whether or not a shoe has a straight inner line, place the two shoes together. The toes and heels of each should touch each other.

"Our shoes are one important factor in health. Poorly fitting, poorly constructed shoes may affect the back muscles. They cause pain, form corns, bunions, callouses. They are one cause of faulty posture. They often prevent the person from walking and playing as he ought to. No one feels like taking a 'hike' if his feet hurt.

"Situation: Buying stockings—Be sure the stockings are long enough and fit the foot. Stockings that are too small deform the feet just as shoes that are too small do."

Class may draw up exercise conditions which favor growth and those which do not.

Class may study the construction of the bone-muscle phase of the body.

Study animal skeletons, etc.

Demonstrate good sitting and standing postures, and teach bone, muscle, and will that produces them. Sit with the hips well back in the chair, feet on the floor, knees bent at right angles, head up, chin in, chest high, back straight, and abdomen flat. Stand flat against the wall, stand with the feet a little apart, toes pointing straight ahead. Stand tall with chin in, chest high, abdomen flat (pull in at the waist line, back straight, back and head touching the wall). Walk forward without changing the posture of the back or head. The easiest way of assuming correct posture is to make oneself as tall as possible—"make the head touch the ceiling."

The teacher should personally help each child to assume a correct posture, then should ask the child to relax and assume it without her aid. (See Health, Chaps. XVI and XVII; Health Habits, Chapter VIII.)

When continued poor posture exists, and no improvement in posture is made, the teacher should try to discover if the cause is poor health, poor nutrition, some physical defect, or a mental attitude and should refer the child to the school physician or a properly trained person.

Rate and rank the footwear and footcare of the class.

Collect pictures and stories of athletes.

Hold an exhibit. Let titles and explanations be well-written and clear explanation of the health content revealed.

Study relationship of physical characteristics of primitive people to their work—e.g., Indians and out-of-door life.

Prepare exhibit of lower animal, fowl and human feet skeletons. Study adaptations.

*Strang—Subject Matter in Health Education.

"From personal observations with athletes who have been addicted to the use of tobacco, I can speak with confidence that they do not possess the endurance of athletes who have grown up free from the use of it."—A. A. Stagg, Director of Physical Education, University of Chicago.

"I have never used it (tobacco) in any form."—Charles Paddock, fourteen-year champion.

14. Success in physical achievement is based for the most part on sleeping long hours with windows open, eating right foods, being cheerful, controlling the temper, taking care of the feet.
15. Play out-of-doors is better than the movies.
16. Lack of fresh air retards growth.
17. Overwork retards growth.
18. "Good posture is a thing of dignity, spirit, and grace which has its roots embedded in a ground-work of good body mechanics. The purposes of good posture are to
 - a. Further healthy functioning of the body and its organs;
 - b. Reveal to others a picture of one's best self;
 - c. Increase one's self-respect and confidence in one's self; and correspondingly, to increase the confidences of others in one's personality;
 - d. Maintain a position of readiness for the demands of the situation."

VI-A. *Some specific approaches and activities which provide opportunities to contribute to emotional and mental health.*

See Educational Principles set up in the introductory section. See also page 329.

Thom. *Everyday Problems of the Everyday Child*. D. Appleton, New York, \$2.50.

VI-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should contribute to emotional and mental health with supporting information and illustrative materials.*

1. With reference to the state adopted basal text:
Read V, 1-199.

2. Additional Sources—

- a. For the pupil: N. H. L.—Book I, Chaps. XV, XVI; H. H.—XV; H. S.—Book I, Chap. XIX; see outline on Citizenship; Boy's Life of Roosevelt; Ben Hur; The Secret Garden—Burnett.
- b. For the teacher: Pamphlets and bulletins; N. E. A. Journal, April, 1930; Burnham, "The Normal Mind" and "Great Teachers and Mental Health"; Averill, *The Hygiene of Instruction*; O. H. H.—294.

VI-C. *Concepts that should be gained as contributing agents to mental and emotional health.*

1. A short happy evening at home is usually better than the movies.
2. Controlling the temper and being happy help to win the game.
3. A nervous person cannot put his mind on the thing he is doing.
4. The healthy-minded person does not give way to bad temper, selfishness, and fault-finding.

VII. *Some suggested approaches and activities involving natural opportunities in child experiences for learning about matters related to life processes connected directly or indirectly with social hygiene.* (See page 296.)

VIII. *Type lesson based on specific problem in school community.*

The situation or incident to be treated: Smoking on the school-grounds.

General principle to be established: We should not smoke on school-grounds—

1. Because it is not thrifty:
 - a. Costs money.
 - b. Cuts down health chances.
2. Because it sets a bad example for others.
3. Because it is against the rules of the school.
4. Because it is too risky from the standpoint of fires.

Possible approaches:

1. A specific case of smoking.
2. Question raised by a pupil.
3. Pictures brought by teacher or children.
4. Topic arose in geography during study of tobacco.
5. News items.
6. Arrest of some merchant for selling to minors.

Problems: How much does smoking cost the average man per day? How does smoking affect one's appetite? Why do most smokers begin the habit? What is the right attitude to be held by every boy and girl toward any regulation about conduct in a given community? How is a law or rule made? Why? Who built the school buildings? For whom? Who owns the school buildings? What would it cost to replace them? What is your duty to your own property? The property of others?

Plan for right habit or action: What can we do about the smoking we have already had? Can we prevent this from happening again? (Report source of cigarettes, and persons smoking.) How?

Making the principle transfer to other cases: Are there other reasons why young people in particular, should not smoke? Name other things we do which cost money? (Drinking coca-cola, beer, etc.)

Examples of generalizations which will serve as ideals or principles of action:

We should try to eat only good, healthful foods.

We should try to protect buildings.

Boys and girls constitute the greatest wealth of a nation.

Methods of checking progress and of getting further action: Both teachers and pupils pledge to avoid use.

Both teachers and pupils pledge to uphold laws of school and country and to report any infringements thereof.

References for Teacher—

Unit Course of Study in Nutrition—Am. National Red Cross, Washington, D. C., 60¢.

Our Health Habits—p. 499, pp. 1-173.

All About Milk—Metropolitan Life Insurance Co., N. Y. C.

References for Pupil—Page 347.

GRADE SIX

Specific Objectives:

To help pupil maintain essential hygienic practices introduced in lower grades.

To give pupils a more scientific understanding of cleanliness.

To develop more fully physiological reasons underlying desirable health behavior.

Methods of Procedure and Suggested Standards for Outcomes:

I-A. *Some suggested activities and approaches that relate to the experiences of eating, drinking, and eliminating waste.*

As this is the stage of child development when investigation and rationalizing come into prominence, great emphasis may well be placed on the biological approach to cleanliness. Many helpful suggestions for method and content will be found in the section on nature study and science covering nature of soil, dirt, mold, bacteria, yeast, etc.

In this grade, the food work may be connected with the study of civics and ideas of quality of food developed; for example, the production of a sanitary milk supply; the value of freshness in vegetables, fruit, eggs, etc.; the safeguarding of meat; the protection of bread by bakery regulations; the control of public eating places and soda fountains and its relationship to the welfare of society. Throughout this work effort should be made to develop certain attitudes, namely:

1. The sense of personal responsibility, not only in choice of food, but in safeguarding food for others.
2. Standards in judgment with regard to suitable foods for the individual.
3. Ideals of self-control in regard to kind of food, amount of food and time of eating food.

See text, pp. 20, 57, 65, 73, 108, 199 for related activities and information.

Make a study of water in connection with North Carolina history and geography, that shows water to be man's great ally in supplying drinking and bathing facilities, means of fire protection, irrigation, power, recreational opportunities, waste disposal. Develop ideals of purification by chemical treatment, sedimentation, filtration, storage, aeration.

Prepare a chart showing how water promotes health.

Through actual investigation of experimental results, first-hand experiences and observation, and expert opinions, determine answers to following problems:

- a. What is the real cause of the alleged soothing effect of tobacco?
- b. What would be a more healthful way of securing satisfaction?
- c. Why is a bootlegger not a good citizen?
- d. Does ignorance of the law excuse accidents caused by drunkenness?

- e. What is the attitude of local business corporations toward smoking and drinking?
- f. What percent of accidents are due to drinking?
- g. What percent of fires are due to smoking?

Compile information about local laws in various communities governing driving while under influence of liquor.

Trace growth of prohibition movement in North Carolina.

Publish a health bulletin.

Determine what constitutes a balanced and reasonable diet.

Review classes of food and what they supply to the body.

Plan weekly menus.

Keep personal "diet diaries" and study them critically for improvements from the standpoint of health and economy. Use strictly scientific material for evaluating.

Study the work of the circulatory system. Make clear the effect of alcoholism and narcotism. New Healthy Living, Book II, illustrates an excellent approach in a chapter called *Habits That Prevent Control*.

Prepare charts or bulletins featuring heroes who do not use tobacco—Lindbergh, Wilson, Roosevelt, Burbank and Ford, for example.

Survey the school for smokers and non-smokers. Compare the two groups in scholarship, general physical and mental tone, general efficiency, social poise and culture.

Make summary of money values of corn, wheat, potato, peanut, and tobacco crops in North Carolina. Compare in food values.

If America now spends \$3,360,000 annually for tobacco, and there are 120,000,000 people, what is the average cost per person for the United States? For North Carolina? For your town? Since only one-third of population are users, how much will be spent by each on the average? What is the average cost per person for school maintenance?

Extend the study of milk to include knowledge of kinds and uses found in other countries.

Form a Health Citizenship Club which has self-control and moderation as ideals for all activities.

Make type studies of tea and coffee—good and bad uses.

Report upon habitual "patent medicine takers." Get first-hand notes on length of time they have been using these medicines, how often they are used, and a comparison of first effects with the present.

Check for actual growth in outcomes listed below.

I-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with activities related to eating, drinking, and eliminating body waste with sources of supporting information and illustrative material.*

1. With reference to state adopted basal text (VI):*

Those previously set up and text, pp. 17-20.

Drinks little or no ice water.

Eats little or nothing when hurried or excited.

*Cleanliness and Health—Turner and Collins. Heath.

- Washes dishes properly after using them and likes to do it _____ V, 189-201
- Uses individual cups.
- Protects food in an approved way from flies, dust, and rodents _____ VI, 188-199, 47, 205, 206, 183, 190
- Handles and stores fresh and prepared foods in an approved way _____ VI, 4-73, 188-199, 205, 114, 138
- Exercises daily and eat coarse foods like vegetables to aid elimination _____ VI, 19, 104, 105, 115
- Feels an interest in and responsibility for food of others _____ VI, 188
- Appreciates work of the heart and other organs and is interested in their functioning to their highest capacity.
2. Additional sources of information and illustrative material—
- For pupils: N. H. L. II—XIX, XXI, II, V, VI, VIII; Young People's History of North Carolina—Hill—Alfred-Williams, Chap. I. Supplementary Readers or texts: Character Book, Grade 6—Gentry—Heath; Jehrs—Nature Study II—American Book Company; A. B.—X, XIII, XX, IX.
 - For teachers: Rose—Study in Nutrition Teaching in Fifth and Sixth Grades—T. C. Record, May, 1930; O. D. L.—VI, 174; S. S. H.—9, 295, 140, 269-279, 282; P. H. (text); O. H. H.—313; Averill—Educational Hygiene—IX; The Great American Fraud—Adams. American Medical Ass'n., Chicago, Ill., 25¢; An explanation of habit formation found in any good educational psychology; Brook's *Dual Government*.

Results of Some Scientific Studies:

Hunter, Actuary, New York Life Insurance Company: "It is certainly proved that total abstainers are longer lived than non-abstainers."

Adolph Kickg, in "Alcohol and Child Mortality": "23% of children of sober parents die; 45% of beer drinkers' children die."

Faux, President Logan Coal Company, Pittsburgh, Penn.: "The families of the working class are better fed and clothed. Children who formerly were barefooted wear shoes and stockings. Where formerly stood two saloons now stand two national banks with deposits of about \$2,000,000."

Schweighofer, Head Insane Hospital at Salzburg: "The study shows that the children of drinkers develop mental diseases much oftener than the children of parents who are themselves mentally diseased but not alcoholic. That is, an existing tendency to mental weakness becomes fixed under the effects of alcohol; while without it there may be recovery."

Howell: "The physiological effects of alcohol are of peculiar interest to mankind, owing to the widespread use and especially to the disastrous results following its intemperate consumption. Those who employ it in excess are in danger of acquiring an alcoholic thirst or habit toward which the body possesses no counter-acting regulations. When food is eaten in excess, we experience a feeling of satiety which destroys the desire for more food, and the same regulation prevails in the case of water. With alcoholic drinks, however, the desire may continue long after the alcohol has begun to exert an injurious action upon the tissues."

"Recent investigations show that in the work of skilled labor in which neuro-muscular machinery is involved, alcohol even in small quantities decreases the efficiency."

Films: The Eastman Teaching Films, Incorporated, Rochester, New York, has released the following films: Bacteria (7-9); Digestion (7-9); How Teeth Grow (5-7); Mold and Yeast (6-8); (numerals indicate best probable grade placement).

I-C. *Some concepts that should be gained in connection with activities related to eating, drinking, and eliminating of waste.*

1. Those listed under preceding grades.
2. Mold plants and bacteria which spoil food are dependent for growth upon moisture, darkness, and warmth about equal to 70 degrees.
3. Bacteria are microscopic plants living in the soil of the out-of-doors, the dust of blackboard and floor and clothing, the soil of the dirty hands, in food, in water, and in the body.
4. Sunlight, extreme heat, and extreme cold kill mold spores and bacteria.
5. There are useful bacteria such as those which change cider into vinegar, sours milk for cheese and butter-making, form tannic acid, transform plant and animal substances into soil again.
6. Yeast feeds upon sugar, giving off the waste products, alcohol and carbon dioxide.
7. Digestion begins with mastication in the mouth. Saliva breaks up starches. Gastric juice of stomach acts on proteins. The pancreatic juice from the pancreas and the bile from liver go into the intestines and break up fats, proteins, and carbohydrates.
8. Absorption takes place in the small intestine.
9. The working of bacteria on food materials stored too long in the intestines sets free poisons which are absorbed by the body.
10. Water can be made safe for drinking by boiling fifteen or twenty minutes.
11. Tea and coffee dull the appetite.
12. Alcohol makes the heart overwork.
13. Alcohol injures the digestive tract because it irritates the lining.
14. Health is essential to industrial efficiency.
15. A drug is a substance which temporarily modifies the activity of the bodily organs, including, of course, the brain and nervous system, otherwise by increasing the supply of available energy.
16. Dissipation of any kind harms health.
17. Tobacco (a) diverts strength and vigor from growth to repairing physical or mental injuries, (b) tends to require increasing use—to make it difficult to get along with, (c) causes unnecessary inconvenience and discomfort when forbidden, (d) is a needless expense incurred by people who should be saving and planning for an education, (e) decreases skill in muscular and mental activities.
18. Alcohol (a) increases likelihood of accidents, (b) injures nerve cells, (c) decreases total energy because fatigue results sooner,

(d) decreases actual ability to stand heat and cold, (e) impairs self-control by depressing brain and nerve cells causing immoderate and destructive uses of substance, impatience or irritability, offenses against good order, sometimes cruelty and violence by those who without it would naturally be kind and considerate, (f) decreases health standards and length of life, (g) causes often a lower standard of living, (h) produces misunderstanding and ill feeling, (i) diminishes earning capacity, (j) prevents employment and causes dismissal in many trades, (k) makes unhappy homes where there are delinquents, (l) increases such health problems as tuberculosis, infant mortality, and social hygiene, (m) diminishes resistance to common contagious diseases.

19. Muscles are of two kinds—voluntary which are controlled at will, and involuntary, which are controlled by the nervous system, and which work automatically.
20. The nervous system governs all the organs and causes them to work together.
21. Rest, relaxation, and sleep are necessary to keep the muscular and the nervous systems up to their best.
22. Alcohol, tea, coffee, and drugs affect the muscular and nervous systems of growing people in an undesirable way because they overwork them and produce unnatural conditions.

II-A. *Some suggested specific approaches and activities that relate to resting and sleeping.*

See suggestions for preceding grades.

See VI, 30-34, and all references in IV and V.

II-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed which relate to sleeping and resting with sources of supporting information and illustrative material.*

1. With reference to the state adopted basal text:
 - a. A new emphasis on those set up for preceding grades—VI, 28.
 - b. Additional Sources—
 - (1) For the pupil: S. S. H.—VII, VIII, IX; A. B.—XVIII; N. H. L. II—VII, XV, XVIII, XXIII.
 - (2) For the teacher: VI, 99; P. H. (text); Averill—XIV.

II-C. *Some concepts to be gained in connection with the activities of sleeping and resting.*

1. The organs of the body need regular habits and hours of rest to be able to serve the best needs of the individual.
2. Sleep and rest are necessary for nerve and muscle rest.
3. A light supper helps the stomach and heart to rest while one sleeps.

III-A. *Some suggested activities and approaches that relate to making a good appearance through improved posture and cleanliness and neatness of person, clothing, and environment. (See Grade Five, page 343—study carefully VII.)*

III-B. *Some desirable outcomes—habits, attitudes, and appreciations—that should be formed in connection with activities related to making a good appearance—posture and cleanliness, and neatness in person, clothing and environment with supporting information and illustrative material.*

1. With reference to the state adopted basal text:

Those not thoroughly established in lower grades.	
Gives careful attention to cuticle to prevent hang-	
nails	VI, 124-114
Thoroughly dries hair before going out	VI, 123, 118
Breathes through the nose only	VI, 137, 129
Carefully refrains from biting or breaking hard	
substances with the teeth	VI, 74
Cleans the spaces between the teeth only with	
dental floss, a pick of wood, or some similar pli-	
able substance	VI, 74
Washes dishes properly after use and likes to do it	VI, 204
Keeps shoes, especially heels, in good repair	VI, 24
Wears stocking of right size.	
Carries a clean handkerchief every day	VI, 138
Prefers clean and well-groomed feet	VI, 25, 42-66
Removes rubbers, hats, and extra wraps while	
indoors	VI, 136, 121, 134
Expresses pride in clean, fresh, neat clothes	
	VI, 136, 121, 134
Wears all clothing as nearly suitable to the temperature and	
weather as possible.	
Removes damp clothing promptly; warming body	
if chilled	VI, 134
Puts on extra wraps after heating exercises	VI, 136
Changes the underclothing at least twice a week,	
oftener if possible	VI, 121
Gives the skin sunbaths without burning (see grade V).	
Carries a clean handkerchief or its equivalent every	
day	VI, 138

2. Additional Sources—

- a. For the Pupil: See IV and V; S. W. H.—VIII, XVII, XXI; N. H. L.—II, X, XI.
- b. For the teacher: O. D. L.—VI, 123; O. H. H.—310, 339; A. B.—VI, VII; Averill—IV, III. Films: Through Life's Windows; Come Clean (from Division of Visual Education, State Department of Education); Soap (5-7)—Eastman Teaching Films, Inc., Rochester, New York; Purifying Water (7)—Eastman Teaching Films, Inc., Rochester, New York; Posture (5-7)—Eastman Teaching Films, Inc., Rochester, New York.

III-C. *Concepts to be gained in connection with these activities.*

Those set up for previous grades and IV-C, this grade.

IV-A. *Some suggested specific activities and approaches that relate to prevention of health injuries from communicable diseases, infection, accidents, physical defects, insanitary conditions, lack of fresh air and sunshine.*

Organize so that pupils become responsible for scientific heating, ventilation and lighting when feasible. Survey room and plan projects to make it easier to regulate factors. Insist on their understanding reasons underlying any change or activity.

1. Putting a second floor over a cold one.
2. Putting glass or wooden deflectors in doors and windows to prevent drafts.
3. Changing location of students.
4. Adjusting clothing.
5. Preparing racks for drying (on radiator, stove, or lights).
6. Softening certain window lights with safe adjustable shades.
7. Painting dark rooms with light cream, light pink, or light yellow colors.
8. Cleaning windows.
9. Supplying and using foot-mats.
10. Constructing needed walks to street, outdoor toilets, other buildings.
11. Cleaning the floors and blackboards.
12. Disinfecting desk of a person who has had a communicable disease.
13. Setting up hand-washing facilities.
14. Making toilet attractive.
15. Creating desirable drinking water habits and facilities.
16. Taking care of the lunch problems—disposal of waste, protection from flies.
17. Surfacing the playground with sand and loam or gravel.
18. Inspecting building for fire hazards.
19. Listing and spreading information about poisonous plants.

IV-B. *Some desirable outcomes—habits, appreciations and attitudes—that should be formed in connection with activities related to life experiences which tend to injure health—communicable disease, infection, lack of fresh air and insanitary conditions, accidents, and physical defects—with supporting information and illustrative material.*

1. With reference to the state adopted basal text:

Maintains responsibility for correct ventilation when practical	VI, 136
Refrains from looking directly at extremely bright lights	VI, 38
Avoids an excess of fine work	VI, 36
Does not strike another's ears nor shout into them (see other references).	
Seeks medical advice when the ears give trouble (see other references).	
Uses toilet facilities in a proper and sanitary manner	IV, V, VII, VI, 42
Helps to keep schoolroom, school building, school grounds, and parks neat and clean.	
Helps to keep the bath, kitchen and bedroom neat and clean	VI, 200-213
Helps to keep flies and mosquitoes from breeding	VI, 183, 190, 180, 181
Disposes properly of household waste and garbage	VI, 200-213
Keeps doors and windows closed against flies and mosquitoes	VI, 200-213
Gives immediate attention to small cuts and scratches.	
Obeys the advice of teacher, doctor, or nurse with reference to control of colds	VI, 129

Avoids expectorating	VI, 42-46
Avoids persons known to be ill with infectious diseases or contact with their possessions	VI, 42-166, 111-113, 133-137
Coöperates with parents and school authorities in submitting to vaccination against smallpox, diphtheria, typhoid or scarlet fever	VI, 150-152
Abstains from alcoholic beverages, cigarettes, tea and coffee	VI, 164-17
Takes medicine (except home remedies or common standard prescriptions) as doctor or nurse directs	VI, 115
Prevents colds	VI, 129

2. Additional Sources—

- a. For the pupil: VI—214-229; S. S. H.—I-315; A. B.—VIII, VI, IV, XX; N. H. L. II—XX, XXI, XXII, XXIV, XXV, XXVI, XXVII, XXVIII.
 - b. For the teacher: Safety Education in the Rural School—National Council of Safety, 35¢; O. D. L.—VI, 24-25, 35, 36; Averill—Educational Hygiene—VII, XIII, XV; O. H. H.—459, 334; Health Education, 1924 and 1930; Junior First Aid Course; Instructor's Manual—American Red Cross, Washington, D. C., 25¢; First Aid Manual—Johnson and Johnson, Brunswick, N. J., free; Helps for the Rural School Nurse—Sanitation of Schools—March, 1930, U. S. Department of Interior.
- Films: Eastman Teaching Films, Inc.—Sewage Disposal (7); Tuberculosis and How It May Be Avoided (6-7); Mold and Yeast (6-8); Diphtheria (6-7); Bacteria (7-9).

IV-C. *Concepts to be gained in connection with experiences related to activities that tend to injure health.*

1. Those for preceding grades.

2. Communicable Diseases and Physical Defects.

- a. These communicable diseases can be controlled by definite well-proved methods; diphtheria, smallpox, tuberculosis, cholera, dysentery, hookworm, typhoid fever, dengue fever, malaria, plague, typhus fever, yellow fever, pediculosis, ringworm, scabies, trachoma, rabies, gonorrhea, syphilis.
- b. The control of these communicable diseases depends largely upon isolation of infected persons, germ-carriers, or persons with suspicious symptoms; pneumonia, scarlet fever, influenza, whooping cough, bronchitis, chickenpox, measles, mumps, meningitis, colds, and poliomyelitis.
- c. Correct habits of living in some instances will help to prevent these non-communicable diseases (and to prolong life, if they exist): diabetes, diseases of arteries, gout, certain ear diseases (in so far as they are sequels of communicable diseases), Bright's disease, and chronic nephritis, and apoplexy.
- d. Correct habits of living can help to prevent or to alleviate these disorders or defects: malnutrition, teeth defects, headaches, constipation, nervousness, indigestion, fatigue, some visual defects, postural defects (including defective feet).
- e. Sanitation—Temperature should not reach the pitch that children show flushed faces, drowsiness, dullness, or other

signs of overheating. Windows opened for exercises should be lowered in time to prevent lowering of room temperature. (See also Grades IV and V.)

V-A. *Some suggested activities and approaches that relate to exercise, play, and posture.*

See Physical Education Section.

See suggestions for preceding grades.

See VI, 37.

V-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with posture and exercise with supporting information and illustrative materials.*

1. With reference to the basal text:
 - a. Those for preceding grades V and VI, 21-24.
 - b. Avoids twisting the body in seat when writing.
2. Additional Sources—
 - a. For the pupil: Study Reader VI, 144; A. B.—XV, XIX, IX; N. H. L. II—XV, II, III, V, XII; S. S. H.—X.
 - b. For the teacher: Your Child's Teeth—Dept. of Labor folder, No. 12, 1929, Government Printing Office, Washington, D. C.; O. D. L.—VI, 49; Averill—V, VI; H. P. E.—76, 164-214; T. H. G.—3-35, 90; O. H. H.—339, 343; H. B.—80; H. E.—1924 and 1930; L. O. H.—43-57, 60.

V-C. *Concepts that should be gained in connection with physical activities.*

1. Those for preceding grades not yet realized.
2. Increasing amount of exercise increases amount of oxygen taken to all parts of the body.
3. Exercise helps body to throw off waste.
4. Exercise helps to strengthen and stimulate stomach muscles.
5. Exercise helps to rest the body from study and work.
6. Exercise helps to strengthen the muscles of the heart.
7. Exercise helps to increase body temperature so that one is not so likely to take cold.

VI-A. *Some suggested approaches and activities which provide opportunities to build emotional and mental health.*

See text VI, 34, also suggestions on page 296.

Study the child: (1) help him find the defect in emotional balance, fear complex, anger, inferiority, or what not; (2) help child to educate and cultivate the neglected desirable emotion; (3) maintain a calm, orderly atmosphere minus restraint or excitement; (4) be reasonable and helpful in all dealings with him; (5) encourage activities which will have as intrinsic phases desirable outcomes, games, class and school papers, civic clubs, etc.; (6) aid him in avoiding acts which give rise to undesirable emotions; (7) protect him against shame, failure, ridicule, embarrassment, great fear; (8) see that he is intellectually honest; (9) see that he does not waste time in day-dreaming; (10) help him to do those worthwhile things which bring him joy.

Teacher looks specifically to her own health until she meets these standards: (1) practices proper standards of cleanliness;

(2) wears glasses if she needs them; (3) wears warm, light, comfortable, and for the most part, washable clothing; (4) wears shoes of soft calf leather with low heels; (5) takes regular exercise of some kind; (6) takes adequate rest from school routine, dances, parties, etc.; (7) eats in accordance with healthful practices; (8) pursues a hobby.

Give good understanding of habit formation. Let each child take a strong, undesirable personal habit, and tell how it began, why it began and plan to change it.

Check and measure to discover growth and needs.

VI-B. *Some desirable outcomes—habits, attitudes, and appreciations—that should contribute to emotional and mental health with supporting information and illustrative materials.*

1. See preceding grades and section on citizenship.
2. Feels hopeful about outcomes of his plans.
3. Can stick to wise choice without fear of being laughed at.
4. Wishes sympathetically to help in the movement against smoking and alcoholism.
5. Is open-minded to truth and tries to govern life by it.
6. Wishes to influence others.
7. Knows that morality is a matter of moving in the right direction, immorality in the wrong.

Sources of information for the teacher: *The Child in School*—Thomas D. Wood; National Health Series—Funk and Wagnalls; Burnham—*The Normal Mind*. D. Appleton, New York; Overstreet—*How We Become Ourselves*. W. W. Norton and Co., N. Y. C.; Burnham—*Great Teachers and Mental Health*. D. Appleton, New York; Averill—*Hygiene of Instruction and Educational Hygiene* (XIV); L. O. H.—3-23, 245-57; H. B.—80; Pratt—*Your Mind and You: Mental Health*. Funk and Wagnalls, 30¢.

For the child: L. and R.—100; A. B.—XIX; Study Reader VI—26; N. H. L.—II; A. B.—XVIII, XIX, I, XXIII.

VI-C. *Concepts that should be formed as contributing agents to desirable emotional reactions.* (See Citizenship Traits.)

VII. *Some suggested activities and approaches involving natural opportunities in child experiences for learning about matters related to life processes connected directly or indirectly with social hygiene.* (See page 296.)

VIII. *Some units of child experiences having opportunities for health-training*
 1. SELECTIONS FROM RALEIGH PUBLIC SCHOOLS CURRICULUM BULLETIN—GRADES IV, V, VI

OUTCOMES CONTRIBUTING TO HEALTH			
INITIAL URGE	SOCIAL CONTACT	HABITS—SKILLS	SUPPORTING INFORMATION
Interest in Raleigh and Wake County and State of North Carolina.	Building homes of this section—a little city of Raleigh. Study of native trees and plants.	Co-operative; opening windows for fresh air; washing hands; washing dishes; cleaning up.	Fresh air and sunshine help digestion, kills germs, improves circulation, rest, and personal appearance.
	Working in home. Measuring in home. Bread-making in home.	Co-operative; eating whole wheat bread.	What is a good food?
	How cloth is woven. Knowledge of weaving process. Study of clothing appropriate for work and play. Life history of cotton plant.	Weaving cotton cloth; trying to wear suitable and clean clothes; washing clothes.	How plants grow. How to launder. Safety devices. Ventilation essentials.
	Constructing a circus. Studying health of different nationalities.	Wearing clothes appropriate to occasion and weather. Co-ordinating big muscles.	Wool warmer than other fabrics. Rubber and leather materials protect one from weather.
Interest in travel and in each other.	Making means of transportation. Visiting countries of world. Treatment of cuts and bruises. Hammering, nailing and sawing. Games of other lands.	Cleaning up. Keeping order. Using one's own things. Preventing accidents. Administering first aid. Co-ordinating big muscles—play and using hammer effectively.	Effect of certain activities on posture. Safety regulations—town and country. Cleanliness in other lands.
Interest in making things. Curiosity about long ago.	Making pottery. Making designs. Caring for cuts and bruises. Making a frieze of Roman and Greek athletic life. Study of Roman baths.	Cleaning up. Preventing accidents. Administering first aid. Co-ordinating big muscles—play and naturalized activities.	Disinfecting prevents infection. Putting away things prevents falls and bumps. Using other's things may spread disease. Bathing decreases chances for skin diseases and helps appearance.
			Appreciation: ATTITUDES Enjoyment and interest in nature. Experiencing happiness. Interest in ventilation. Increased interest in foods and cooking. Experiencing happiness. Increased understanding of parents' work, of cleanliness, of contribution of cotton mill laborers. Interest and understanding of reasons for different clothing of the world. Renewed interest in protection (personal and public), good looks, etc. Respect and desire for cleanliness, orderliness, helpfulness. Increased respect for contributions made by our ancestors.

2. PRACTICAL HOT LUNCH PROJECT IN A FOUR-TEACHER SCHOOL*

At the close of the spring term, a survey study of the children's monthly weight records indicated quite clearly that many of our children were underweight and needed to practice health in their daily living. Our problem became how can we help each child to make a satisfactory normal gain in weight during the coming year.

It was decided that the quiet indoor lunch with its attendant activities could most profitably be made a definite part of our next year's school program, particularly if every child could participate. This meant that we had to provide for some free lunches. . . . When the principal reached her school in the fall, she found in the storeroom one hundred and fifteen or twenty quarts of soup mixture, which the Home Agent with the help of the Community Club women had canned during the summer. The local Parent-Teacher Association had furnished the cans and the club women had contributed the vegetables from their own gardens. She also found in the kitchen a two-burner oil stove, a three-gallon kettle, a can opener, a large knife, a large spoon, a cup pan, seven dozen spoons and dishes, one other small pan, and built-in shelves for holding same—all of which the P. T. A. and the school together had placed there the previous year when the hot dish had been served at a small cost to each child who could afford it.

The soup mixture on hand needed to be supplemented with other foods. Consequently, the county rural supervisor, the home agent and the principal sent a joint letter into each home, with a suggestive list of foods that each could contribute with very little cost. Soon there was the promise of enough peas, beans, white potatoes, sweet potatoes, turnips, pork, butter, apples, milk, meal, rabbits, squirrels, chickens, salt, pepper, vinegar, chocolate, oil, etc., to supply our wishes for the winter months. These articles were sent to the school during the winter whenever the teacher requested.

To serve a hot dish to an average of eighty-five children each day requires planning of all details. Two of the larger girls from the sixth and seventh grades were selected to serve as cooks for a two weeks' term, to avoid a conflict with the cooking and the class work. Six waiters from grades three through seven were chosen to serve a one-week term. These girls, with the cooks' aid, served the hot dish in about ten minutes to the children seated at their own desks in each of the four rooms of our school. A teacher acted as supervisor of the work for a one-month term.

A five-minute bell was rung before lunch period. At this time, each teacher saw that her children went in an orderly way to the pump and washed their hands, using sanitary towels when possible. Upon their return to their seats, the children waited patiently until their waiters served them. After one child "returned thanks" for the food, each group enjoyed a palatable hot lunch together in a quiet, social fashion for a period of twenty minutes. Children, who prior to this practice had failed to bring a lunch, now joined the group.

The teacher, who supervised the cooking, and the waiters in charge retired from their room a few minutes before the five-minute bell for lunch to wash their hands and get things in readiness. Usually, the teacher served the food from the kettle in which it was cooked into bowls placed on trays by the waiters preparatory to being taken to the children at their seats. After the waiters completed their job of serving, they gathered at the waiters' table in the kitchen and enjoyed their own meal in a friendly way while the water was being heated for dish-washing.

After all of the lunches had been eaten, two waiters collected the dishes and deposited the garbage in a can for the janitor's pig. Two girls washed the dishes while the other two dried them with towels which the waiters themselves had made in their sewing club work. Each waiter brought her towel when it was her turn to serve; likewise, each cook brought her dish-cloth. Whenever it was necessary that any preparation, such as shelling beans and peas, paring turnips, etc., be made for the next day's dish, the waiters did it at a leisure period during the afternoon.

*Reported by Mary Long Daniel, Hollister School, Halifax County.

As a result of this project there were many desirable outcomes in pupil growth. It was not surprising to know that our children approached normal weight, as they habitually consumed hot food each day from a weekly menu such as follows:

Monday—Soup (five or six cans with one quart of dried beans added or three or four pounds of Irish potatoes).

Tuesday—Peas (one gallon).

Wednesday—Stewed sweet potatoes (one-half bushel and one gallon meal).

The children are not satisfied now without having at least one hot dish at lunch. They have acquired the habit of washing their hands, of sitting and eating lunch in a friendly social way. They are more anxious to become physically fit. School gardens have been started by different grades with the hope that a greater supply of soup mixture might be canned during summer for school use another year.

GRADE SEVEN

Specific Objectives:

To help pupil maintain and initiate desirable health practices suited to his needs.

To supply supporting information on this level of development for these health practices.

To extend further his interest in personal health to home, school, and the community as a whole.

Methods of Procedure and Suggested Standards for Outcomes:

I-A. *Some specific activities and approaches that relate to eating, drinking, and elimination of body waste.*

Seek first to attain those habits, attitudes and understandings set up for previous grades as essential to personal health. Select appropriate method. See also Appendix (VII)* for suggested health score card. Read whole of state adopted optional text, *Building Strong Bodies*, to strengthen desire for physical fitness.

Through activities of the class in the field of geography, history, art, and civics, lead the class to a study of such vital problems as are concerned with:

1. The source of food and its proper care; home gardens, nearby farms, curb markets, various sections of the United States, foreign countries, transportation, refrigeration, spraying, drying, preserving, etc.—Food and Drug Act.
2. The source of water and its care: wells, pumps, bubblers, fountains, drinking cups, city system, and ice supply.
3. The disposal of waste: open toilets, drainage, septic tanks, and city sewage.

Compare home of early settlers of the community with those of today in the following respects: consideration of beautiful location, consideration of natural drainage and possibilities of artificial, consideration of pure water supply, consideration of durability of materials used in constructing house, consideration of warmth of home, providing and caring for foods, disposal of waste, danger from communicable diseases and healthful amusements.

*Community Health—Turner and Collins. Heath.

Prepare score cards and rate the places handling foods.

Use one of the following or a similar card and survey the community in which you live (Pupils living on farms may use the first for surveying their own homes and pupils in cities the second.):

SANITARY SURVEY OF A FARM HOME*

Students should go in small groups to survey farm homes. In their notebooks they should copy the following outline and fill in with information of conditions found; then they should write up a brief summary of adverse conditions and make recommendations for the improvement of each item criticized.

Location of farm home _____
Signature of farmer or of his wife _____
Names of the students making the survey _____

Date of survey _____

Introduction: Description of general surroundings—

Geology—kind of soil and subsoil

Topography and drainage

Water: Piped into farmhouse and barns; well—depth, wall, cover, location with reference to barnyard, privy, cesspool, etc.; cistern—kind and structure; spring—provision for protection against contamination; results of *Bacillus coli* test of the water (send specimen to state laboratory).

Sewage: Privy—open, screened, location, kind; cesspool—condition, location; septic tank.

Milk: Conditions of place where milking is done; evidence of care or lack of care in handling; method of cooling; appearance of cows, if seen, with reference to health; cows tuberculin-tested.

Sanitary Nuisances: Odors—source; distance of privy from house; distance of barnyard from house; pig pens, distance; fowl roost, distance; fowls in lawn or yard about house; drainage from outhouses toward house.

Residence: Screens—number of strands per inch—fit well—torn; warm and cold water; leaks in roof; ventilation; porches for summer (if in South); heating—method; conditions of crowding—number of persons, etc.

Mosquito Breeding Places: Troughs; flower pots; drain from ice box; roof gutters, sagging or clogged; cistern, well, etc.; leaking hydrant; drain from bath or kitchen.

Flies: Breeding places—manure, garbage, etc.

SANITARY SURVEY OF YOUR CITY RESIDENCE BLOCK†

Students going in couples will make a sanitary survey of a residence block. More advantages will accrue to the student if he makes his survey in a poor section of the city. Copy the outline below in notebook and fill in with information obtained as the survey is made. Write up a general summary of conditions found in the community and make suggestions or recommendations for improvement.

The block survey is bounded by the following named streets _____

Names of the two students making the survey _____

Introduction: General description of the block—

Topography: Geology—kind of soil and subsoil and their depths; population—number of families and the nationalities of the heads of families; native white American, Negro, Italian and other nationalities.

Other information:

Water—City supply or other source.

Sewage—By city system, open privy, other methods, efficiency.

Milk—City approved dairy, privately owned cow, pasteurized, certified.

Nuisances—Odors and Source: Dust, stables and manure, irritating noises, pigpens.

Housing—Screens: Condition, size of mesh, leaks in roof or wall, warm in cold weather, method and sufficiency in heating, ventilation, crowded.

Mosquito Breeding Places: Troughs, flower pots, roof gutters, sagging or clogged, tin cans, broken bottles, drain from bath, leaking hydrant, "traps" of sinks, etc., not in use, tanks of unused closets of toilets, cisterns, etc.

Flies—Breeding Places: Manure, garbage and other unsatisfactory condition.

Debate the advantage and disadvantages of public health work.
Read VII‡ carefully, chapters I-VIII and appendix in VII for other suggestions.

Check and evaluate progress made at practical intervals.

*Reprinted by permission—*Health Science and Health Education*—W. Alfred Buice. John Wiley and Sons, Inc.

†From Buice.

‡Community Health. Turner—Collins.

I-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be developed in connection with these activities with sources of supporting information and illustrative material.*

Those listed for previous grades and Appendix, VII, pp. 245-252.

Feels a new value in health as a common interest of the whole community.....VII, 1-123

Feels that a community problem is a personal problem.....VII, 1-123

Realizes growth in ability to gather facts and evaluate them.....VII, 18-125

Interested in the production, preservation and transportation of foods.....VII, 41-76

Exercises cleanliness when handling food.....VII, 58

Exercises self-control in respect to eating and drinking by eating and drinking only what seems to be the right amounts, by not smoking while growing, by refraining as a rule from candy and other sweets between meals, by avoiding any act which endangers the health of another.....VII, 40

Helps in the proper disposal of household waste.....VII, 77

Seeks as far as possible to effect the proper disposal of community wastes and the abolition of those places conducive to breeding and feeding rats, mice, flies, and mosquitoes.....VII, 77-107

Additional Sources for the Teacher and the Pupil: Coöperative Work in the Organization of Local Material for General Science Instruction—The Water Supply System, Lincoln School, Columbia University; see Geography and History references; Home Life in Colonial Days—Earle; The Ways of the Circus; Hunger Fighters—de Kruif; Microbe Hunters—de Kruif; N. H. L. II—Chaps. I, II, V, VI, XV, XX, XXV, XXVIII; O. H. H.—350-400, 428-435; L. O. H.—pp. 3-23, 245-57, 58-68, 179-198; H. P. E.—1-28; C. I.—Outline for Grades VII-IX; A. B.—VIII, IX, XII, XIII, XXII; S. S. H.—I, II, III, XI; Health and Civics Notebook—School Health Bureau, Welfare Division, Metropolitan Life Insurance Co. Films: Eastman Teaching Films, Inc.—Sewage Disposal (7), Bacteria (7-9), Digestion (7-a), Purifying Water (7).

I-C. *Some concepts to be gained in connection with these activities.*

1. Health is a condition of the mind and of the body.
2. The first health duty of a good citizen is to be healthy himself.
3. The pioneer had health conditions that were under his control; this is not true today for the life of the community decides whether or not there are guarantees of clear water, clean food and proper water disposal.
4. The qualities of good water: free from color; free from suspended matter—clay, sand; free from odor; free from iron; free from lead and other poisons; free from waste materials; cool; and free from harmful bacteria.
5. Water soiled by body wastes is the most dangerous.
6. Storage in a deep reservoir or lake for many weeks purifies water.
7. Running water through filters of fine sand also purifies.
8. A solution of lime and alum forms a precipitate which catches bacteria when filtered.

9. Chlorine gas added to water kills bacteria.
10. Boiling water makes it safe.
11. Thoroughly cooking food overcomes danger from animal parasites.
12. Peristalsis is more effective if bulky food is present.
13. The kind of work one does should influence somewhat the diet.

II-A. *Some suggested approaches and activities that relate to sleeping and resting.*

Those set up for previous grades, those listed in VII, Appendix, and those in B. S. B.

II-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with sleeping and resting with sources of supporting information and illustrative material.*

Those listed in previous grades are to be emphasized for incorporation in personal health programs where needed. It is possible that health survey will reveal very poor habits practiced among early adolescents, particularly boys of this group. Late hours, too great physical exertion, irregular eating habits, initial experiences in smoking and drinking, and poor forms of amusement are common bad practices. Perhaps there will be a need in many classes for emphasis regarding *good substitute practices*.

References and materials—

- a. For the pupil: VII, 61-76; A. B.—XI, XVIII, XX, page 22; N. H. L. II—21-2, 109-123, 152-164, 192-207, 251-262; Health and Civics notebook.
- b. For the teacher: L. O. H.—84-90, 99-109; H. P. E.—19-28; O. H. H. (see other references).

II-C. *Concepts that should be gained in connection with activities related to sleeping and resting.*

1. The hours before midnight are especially valuable.
2. Rest and relaxation should follow active physical or mental activity so that (a) cells may recuperate and repair; (b) fatigue products may be eliminated; (c) one should take into consideration the hours of work and rest in choosing an occupation.

III-A. *Some suggested approaches and activities that relate to making a good appearance through good posture and cleanliness and neatness of person, clothing and environment.*

See sections devoted to the problem in the preceding grades. Continue emphasis along this line as the needs of the class and individuals demand.

THE CARE OF THE SCHOOL AND PERSONAL APPEARANCE

1. Stimulate interest in the cleanliness conditions of your school, among the mothers and fathers, the Parent-Teacher Association, the other clubs and organizations of your community.
2. Get the interest and cooperation of the janitor in keeping the school building clean.
3. Whenever drinking facilities are used at school, make it a part of the work of the sanitary committee to check on this. If fountains are not available, have the committee help to provide individual cups.

4. Have the building committee responsible for seeing that the children coöperate with the janitor by leaving their desks and floor clean of papers and unnecessary dirt.
5. Have monitors responsible for seeing that the ways and means of keeping the wash bowls clean are carried out regularly by all who use the wash bowls.
6. If hand-washing facilities are not available at school, have the children help in deciding what can be done about it, and then help them to carry out the plans.
7. Have children interest their parents in helping to improve hand-washing facilities and to make the wash rooms attractive. No child likes to use unattractive facilities.
8. Consider the use of paper towels versus individual cloth ones. What is the initial cost of each? What is the laundry cost for cloth ones? How do the per child costs of each compare, and which is most economical? If the school is making a drive on the use of paper towels, let the children present their figures to the parents and school board or those who are responsible for purchasing school supplies.
9. Study clean hands in connection with the use of books and other school equipment. Have a group of children visit the library and get information on this point, reporting results to the class.
10. Write to the New York Public Library and get information about the new washable covers which are now being used on library books. Consider the advantages and disadvantages.
11. Have children experiment with different ways of washing the hands and decide upon the best. (e.g., Use cold water only—cold water and soap—warm water only—warm water and soap. (See page 391.)
12. Train a squad of boys and girls to demonstrate the method of hand-washing, decided to be the best. Use this demonstration in other classrooms, for parent-teacher meetings, etc., when it is desired to arouse public interest in hand-washing facilities and methods.
13. Have a mirror in the classroom so that the children may inspect their own teeth. Do they see a clean, shining set of teeth that makes the smile attractive? Help children to realize this asset to attractiveness.
14. Be quick to approve the children who have made an effort to look clean and neat, even though the results are not perfect. Show them how they can do better next time. In this way, they get the desire to be clean, neat and attractive.
15. Study the best methods of "home-manicuring." What is the essential equipment? (Make this the minimum with which manicuring can be satisfactorily done, so that it comes within the range of the financial means of all.)
16. Train a squad of boys and girls to demonstrate the methods of manicuring decided upon as being best and most practical. Make the idea of keeping the nails in good condition just as important to the boys as to the girls. Show that for aesthetic and health reasons it is just as necessary for boys.

THE CARE OF THE HOME AND PERSONAL APPEARANCE

1. Study cleanliness equipment of the home: bathroom facilities; kitchen equipment (sink, etc.). What is the approximate cost of these? Does the cost of installation balance the loss of time in having to carry water from an outside source?
2. Look up statistics as to how much is used in the average home each day by each person. Get water rates for own city and figure cost per family and per person. If there is not a central water supply, figure costs according to a rate usually paid in that part of the state.

3. Get statistics as to the number of homes in the United States which are not equipped with running water. What is the percentage of the entire number of homes in this country? (See report in Home Equipment Survey by the General Federations of Women's Club, Washington, D. C.)
4. Discuss ways and means of taking a bath in homes where bathroom facilities are not available.
5. Study laundering processes in the different homes. How many do the laundry at home, how many send it out? Consider the costs of both ways, taking into account the time needed at home, giving it a per hour value. Have group or class visit a commercial laundry to study the process.
6. Study various methods of shampooing the hair—use of cake soap, liquid soap, commercial shampoos. Decide upon the best and most practical methods. Have a squad of trained boys and girls demonstrate and explain the proper way of shampooing the hair.
7. Study the structure and function of the hair and scalp. Why does it need cleaning and care as the rest of the skin? Decide upon how often different types of hair can safely be washed. Why not wash it too often?
8. Get information as to the cost of going to a barber or hair dresser for a shampoo. Figure cost of the home shampoo. Is it equally satisfactory? What percentage is saved? Are there any advantages to having the hair done by an expert? Can these be taken advantage of individually? (Rubbing and massage.)
9. Discuss the effect of thorough brushing of the hair and scalp. What effect does it have upon each? Show how thorough daily brushing will take the place of oil, water or some preparation.
10. Make a gelatin or agar plate from a clean toothbrush and from a dirty one. Let the children watch the growth of germ colonies from each so that they can appreciate the significance of the clean brush.
11. Have class experiment on the best ways of cleansing the toothbrush. Is thorough cleansing with hot water and soap, followed by drying in the sun or air sufficient? Is this method within the means of all children?
12. In study of bacteria, consider different ways of keeping foods, the necessity for clean utensils in keeping food, for keeping food cool and covered. Stress the three important factors in keeping food: cleanliness, cool temperature, and protection from dust.
13. Many of the children have work in domestic science. Use this opportunity to emphasize and demonstrate the satisfactory ways of handling food in its preparation and service. Have the children serve food to others.
14. The boys will be interested in the preparation and serving of good food on camping or hiking trips. Consider in detail the best methods of serving and preparing food and of cleansing the utensils. Carry this over into the idea of a "chef" knowing the best procedures for the home, and consider home ways.

THE CARE OF THE COMMUNITY

1. Study the organization of the community for public health work. What is the place of cleanliness in a public health movement? Visit the health department and report to the class on the work being done.
2. Study the milk supply. How is it made safe for the people? What is the place of cleanliness in a clean and safe milk supply? Make a study of the fly and mosquito breeding places in the community. Carry on a campaign to clean these up. Work

to have windows and doors screened, especially in eating places and food shops or homes and outdoor toilets.

3. Visit the shops, markets, and eating places in the community and check on the cleanliness and sanitation of the place itself, of the food and of the handlers.
 4. In connection with eating places, consider self-service versus waiters.
 5. What is the place of a clean-up campaign in the community? Should it be necessary and how can public opinion and civic pride be developed so that every day is clean-up day? Organize a sanitary committee with officers and helpers and have weekly meetings to report and consider problems.
 6. Most communities have annual clean-up days that end when the day's program is finished. Aim to make the clean-up day the starter for an all year round clean-up program.
 7. Make a study of dishwashing facilities in the different eating places. How do they compare? Which has the best? How can the others be interested to improve theirs?
 8. What are the sanitary conditions at soda fountains? Can they be improved? How?
 9. Study the industries in the community. What are the cleanliness factors in connection with the different industries? Are washing facilities available? If so, do the workmen take advantage of them? How can more interest in their use be stimulated?
- Check regularly the outcomes or improvements along all lines.

III-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with these activities with sources of supporting information and illustrative materials.*

1. See section devoted to this topic in the preceding grades. Continue emphasis in these respects as the needs of the class and individual demand.
2. Additional Sources—
 - a. For the pupil: See III-B—Grade VI; See I-A—Grade VII; N. H. L. I—XIX, XX, XXI; S. S. H.—II, IV; Health and Civics notebook M. L. I.
 - b. For the teacher: A. B.—XXII, XV, XVI; O. H. H.—390-405; C. I. (whole outline); N. H. L. II—X, XI, XXI, XXII, XXV; O. D. L.—41, 89, 103.

III-C. *Concepts to be gained in connection with these activities.*

1. Those set up for previous grades and I-C, Grade VII.
2. The cleanliness of the surroundings should influence one's choice of position.

IV-A. *Some suggested approaches and activities that relate to experiences which tend to prevent health injuries from communicable diseases, insanitary conditions, accidents, physical defects, lack of fresh air and sunshine.*

See VII, Appendix, and those mentioned in previous grades and General Suggestions for Grades V, VI, and VII.

IV-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with these activities with sources of supporting information.*

1. See list for preceding grades and also VII, Appendix, and pages 77-183, page 180.

2. Additional Sources—XIX-XXIV, XXVI:

- a. For the pupil: A. B. II-VI, VIII, XIX-XXIV, XXVI; S. S. H.—1-314; N. H. L. II—Chaps. II, VII, IX, XI, XVI, XVIII; Health and Civics notebook; M. L. I.
- b. For the teacher: O. H. H.—353-418, 419-456, 405-418; O. D. L.—3, 41, 77, 89, 91, 103; Averill—XII, XIII, XV, XVI.

IV-C. *Concepts that should be gained in connection with study of factors which cause health injuries.*

- 1. See those listed for previous grades.
- 2. Window glass intercepts some of the more valuable rays of sunshine.
- 3. The greatest single cause of accidents is the automobile.
- 4. A person who "shows off" by such smart tricks as "hooking" rides in traffic is less intelligent in that respect than those who do not.
- 5. The work of the health department includes quarantining people having, or who have been exposed to a communicable disease, immunizing against smallpox and diphtheria, helping to diagnose and discover communicable diseases, and their sources of contagion, examining water for chemical and bacteriological content, inspecting food supplies, giving advice in rearing and caring for babies, keeping records of vital statistics, informing the people on health matters.
- 6. In the country responsibility for waste disposal and for getting pure water rests upon individual families.
- 7. Leaving a clean camp is one sign of good sportsmanship.
- 8. Borax (about ten ounces for eight bushels of manure) will prevent fly-breeding.
- 9. Spraying crude oil over a pool will destroy mosquito larvae.
- 10. Eliminating standing water is important in the control of mosquitoes.
- 11. Air in good ventilation has the following five qualities:
 - a. Moderate temperature
 - b. Gentle motion
 - c. Moderate amount of moisture
 - d. Slightly varying temperature
 - e. Freedom from dust and odors

V-A. *Some suggested approaches and activities related to posture, exercise, and play with supporting information and illustrative materials.*

(See outline on physical education and similar sections in previous grades.)

In connection with the play program for the grade it is recommended that a rapid survey be made of *Building Strong Bodies*, the state adopted supplementary text (Hutchinson).

V-B. *Some desirable outcomes—habits, appreciations, and attitudes—that should be formed in connection with posture, exercise and play with sources of information and illustrative material.*

- 1. See outline for Physical Education.

2. Additional Sources—

- a. For the pupil: VII—205, 184, 196; S. S. H.—IX; Health and Civics notebook M. L. I.
- b. For the teacher: O. D. L.—106, 133; N. H. L. II—Chaps. I-IV, VII-IX, XV, XXVII.

V-C. *Concepts that should be gained in connection with posture, physical exercise and play.*

See those listed in outline for Physical Education.

Health is not the great objective of Physical Education.

Physical activity contributes to life in many ways—recreation, citizenship, etc.

Perspiration has a two-fold function: excretion of salt, water, impurities and cooling of body by evaporation.

VI-A. *Some suggested approaches and activities which provide opportunities for contributing to emotional and mental health.*

See suggestions for preceding grades.

Federal Bureau of Education suggests the following decalogue for the Elementary School Teacher to apply to herself:

Have other interests beside the schoolroom.

Make not images of children.

Scream not names.

Keep each day happy.

Humor thy feelings.

Kill not stirring endeavor.

Utter not hard words.

Steal not hours of recreation.

Scatter not effort.

Laugh when it rains.

VI-B. *Some desirable outcomes—habits, attitudes, and appreciations—that should contribute to emotional and mental health.*

1. See list for preceding grades.

2. Additional Sources—

- a. For the pupil: VII—Chap. XII, XIII; N. H. L. II—Chapter XII; Health and Civics notebook, M. L. I.
- b. For the teacher: L. O. H.—99-135; H. B.—96-8; H. P. E.—38-46; see Grade VI.

VI-C. *Concepts to be gained as contributing agents to mental and emotional health.*

See those set up for preceding grades.

VII. *Some suggested approaches and activities involving natural opportunities in child experiences for learning about matters related to life processes connected directly or indirectly with social hygiene.* (See page 296.)VIII. *Unit of work based on specific community problem.*

1. THE SITUATION: The prevalence of flies in the schoolrooms and at the south entrance of the school building was very undesirable. Other possible approaches:
 - a. Results of sanitary surveys suggested in course of study revealed much unprotected waste.
 - b. An illness from typhoid or scarlet fever.
 - c. Posters issued by health department.

- (4) The fly rarely travels more than one hundred yards.
- (5) The probable breeding places for the flies in and about the school building are: (a) the barnyard directly across the street, (b) empty lunch boxes and soiled decaying paper on edge of school ground, and (c) the uncovered garbage cans over the school yard; these conditions can and should be changed.
- (6) The daily practice of eating lunches out-of-doors or wherever child chooses, the careless disposal of lunch remnants and general insanitary manner of eating lunches (no hand-washings before and after lunch) all attract flies; these conditions can and should be changed.

The class then decided to put on an Anti-Fly Campaign for three weeks and set up and worked out the following activities as essential to carrying on an effective piece of work.

- (1) Securing the coöperation of school by means of room-to-room talks, posters, and a play for assembly that educates school children to the need for fly elimination.
- (2) Organizing committees to care for the active war on flies.
 - (a) Committee to search for and list breeding places on the grounds (mudholes and garbage, and the stable), to prepare chemical (borax mixture) to kill eggs and pupae, and to invite janitor to our meeting so as to secure his aid in burning refuse, etc.
 - (b) A contest to discover best method for their killing adult flies.

Committee of "Swatters" to secure swatters and kill flies—Grade III, IV.

Committee of "Trappers" to make traps for baiting and catching flies.

Directions secured from Health Department. Oatmeal boxes were adapted.

Committee of "Stick-Ems" to test out flypaper—Grade I, II.

Committee of "Screeners" to consider needs for out-of-door toilets, windows and door screens—Grades VI and VII.

The committee reported to class and P. T. A.

(3) Planning a supervised lunch in room or at some definite regular spot out-of-doors with a view to caring for waste in an organized way, to giving opportunity for practicing hand-washing, and to allowing opportunity for a quiet social period for eating. The teachers were asked to work this out with each grade.

(4) Working out a way to provide sufficient covered garbage cans for the school. A committee appointed to interview the principal.

(5) Arranging for the janitor or some other responsible person or grade committee to burn refuse and waste regularly. (He appreciated being invited to class and coöperated.)

(6) Carrying the message of *fly prevention* to the entire school community through news articles, posters, visiting scouting committees, letters to all homes in school area, exhibits, assembly programs (prepared during period for language and fine and industrial arts); sale of fly traps, poisons, etc., personal service in

screening and cleaning up premises where desired as phases of industrial arts.

(7) Maintaining permanent look-out committee to get the first fly, to report breeding places, etc.

4. SAMPLES OF CHILD'S PRODUCT AND ACTIVITIES:

Exhibits: A glass jar containing a fly illustrating each of the various stages of development; an adult fly under a magnifying glass which reveals the hairy, sticky nature of his feet and body with this caption: "Over 50,000 bacteria were once washed from one hairy foot"; a well-constructed fly-trap; a sanitary garbage can; pictures of sanitary dairies, china closets, baby cradles, homes, etc.; original posters.

Some Topics Used for Posters:

The Death-Dealing Fly—This is a Picture of the Culprit
 Condemned to be Killed on the Spot
 A Germ-Carrier—Banish Him
 Swat the First Fly of Spring
 Kill the Winter Fly
 Screen the Window
 Screen the Door
 Keep the Garbage Can Covered
 Patronize the Grocer Who Screens His Wares
 Patronize the Milkman Who Keeps a Flyless Dairy

Some Topics Used for Talks in Other Classrooms:

What the Fly Likes to Do
 A Photograph of Our School's Worst Pest
 Discovering the Fly's Strongholds and Destroying Them
 The Fly as an Agent of Transportation (for Bacteria)
 What the _____ Grade Can Do About the Problem
 Our Plans for the Anti-Fly Campaign

- (a) Tell everybody why flies are not only disagreeable but are actually dangerous.
- (b) Clean-up the school and care for garbage properly.
- (c) Screen the school.
- (d) Get every person we can in neighborhood to care properly for the barn-yard and garbage, dish-water, to screen his home, and make a fly-proof toilet.

Summary of Content of Play Presented in Assembly:

Act I—Dramatization of the Fly Plague in Egypt. (Flies are symbolized black insects who sweep upon the people and destroy them.) Good opportunity for creative dancing or rhythmic interpretations.

Act II—A Twentieth Century Interpretation of the Fly Plague:

Scene One is laid in the doctor's office and opens on a conference with a farmer whose family is ill with typhoid. A mother brings a baby suffering from diarrhea. A second man enters and describes symptoms of illness of child in family—another case of typhoid. In conversation it develops all have flies at their homes except one where water has been polluted by excreta. A committee of school boys enter as volunteers to destroy breeding places and protect against flies. They demonstrate plans. The doctor advertises vaccination against typhoid.

Scene Two—the following summer—Same characters reveal in conversation the fact that there are no flies and

why. Mr. Brown has a bin for the barnyard manure which is treated periodically with a borax solution. Mr. Smith scatters his immediately upon the fields where sunshine and air prevent breeding. All have screened doors and windows (actual cost for cotton and wire netting given). All have covered garbage cans.

The Letter to the Patrons of the School:

Dear Patron:

We are conducting an Anti-Fly Campaign because we have learned that he is not only a filthy insect, but a very dangerous one. We have learned, too, that he can be controlled by covering or treating all body waste or garbage with a simple solution of borax, and by screening and protecting the food, the sick, and the windows and doors of our homes.

If you have screened your home, please write "Yes" after this sentence; if not, write "No."

If you have treated your barnyard refuse with borax solution, write "Yes."

Is the number of flies reduced?

Please return this letter at the end of three weeks.

Sincerely,

The Seventh Grade.

The Letter to the Man Who Owned the Barnyard across the Street:

_____, N. C.
April 15, 1930.

My dear Mr. _____:

We have read in our health book that borax solution will kill the eggs and maggots found in stables. May we try this experiment out in your barn? You live near our school and we would like to do this at some time convenient to you.

Sincerely,

Charles S _____, Secretary Seventh Grade.

5. CHECKS ON THE WORK: The class said the results in the following items would determine how successful they were (actual results given in parentheses).

- a. The number of covered garbage cans secured by the school. (All had covers—each grade teacher donated half the price of one.)
- b. The number of rooms having a supervised lunch period indoors or out-of-doors where no food remnants or lunch papers were left about. (All did this well as a general inspection committee visited the rooms or places assigned the various grades each day following the lunch hour. Indoors the desk was always covered with a square of commercial wrapping paper. This was later folded and put in the waste basket or if out-of-doors in the garbage can.)
- c. The number of screened windows for each room. (All—the P. T. A. supplied the funds and the older boys put in the screens.)
- d. The condition of the school ground. (Several low places where water often stood for days were filled with ashes from the furnace and the papers, boxes and cans were removed.)
- e. The interest of parents. (Each child in the grade reported whether or not his parents were doing anything to combat flies. Lots of children used the borax solution in the stables and reported favorable results.)
- f. The absence of flies at the entrances and in the school building. (Very much improved.)
- g. Provision for future protection. (A permanent "Look-Out Committee" for each grade to kill all flies in sight.)
- h. Best method for fighting adult flies. (The swatter where only an occasional one; the paper or trap if there is no one to be actively working at swatting.)
- i. Other ideas about Clean-Up Days. (It was suggested that roaches, fleas, and rats might be eradicated.)

- j. An examination prepared by the seventh grade for the school to see what it had learned about flies:

Fill blanks with words which completed the meaning and make true statements:

The foot and leg of the fly are covered with.....
 The baby fly is called a.....
 The place most favorable to fly-breeding is the.....
 Name three diseases which flies carry:,,

If the following statements are true write "Yes" after them; if false, write "No":

The fly travels a great distance.
 The fly can carry a cold germ.
 The fly can carry a measles germ.
 The fly begins to lay eggs after fourteen days.
 The fly egg hatches after one day.
 The fly does not thrive in cleanliness and sunshine.
 Food should always be covered from flies.
 Only the fly can carry the typhoid bacteria.
 A single fly might cause many deaths in one family or the whole neighborhood.

Check (✓) the best answer in the following:

The best way to avoid having typhoid is to:

- a. Kill all the flies.
- b. Destroy all the flies and treat all breeding places.
- c. Take the typhoid vaccine.
- d. Kill flies, destroy breeding places, and take vaccine.

III. How May Health Achievements be Measured?

Measuring health gains is an essential part of the health program. It is the only means of determining whether or not desirable habits, attitudes and information have been established—what additional information and attitudes most need to be emphasized—and what methods and materials are most useful in effecting these outcomes.

It is hoped that the set-up of this entire program is such that health behavior rather than health knowledge is the important factor. As attitudes and knowledge effect behavior in other respects, it would appear that the same would be true in health. Then, the attempt to measure achievement should include some scheme for appraising outcomes as they are expressed in terms of attitudes, habits, and information listed for the different grade levels. Care should be taken that checking devices do not encourage pupils to misrepresent the truth. With this in view suggestions made below should help teacher and others responsible for health program to check definitely and regularly on the effectiveness of various activities.

A. Attitudes—No satisfactory tests have been worked out for determining attitudes, but there are many subjective ways and some paper and pencil means of finding out the attitude of the pupil, teacher, and parent toward health itself, toward health practices, and toward the school health personnel and program. Direct observation of the specific health trait actions listed by grades is the surest means now available or practical from the standpoint of the teacher.

B. Health Habits—Information concerning health practice may be secured from direct observation or from reports or questionnaires.

Direct observations may be made by the teacher, the nurse, the parent, or another pupil. They may be conducted as a survey of results along any one line where the responses are directly observable—e.g., drinking milk at school, washing hands before lunch, brushing

the teeth, sleeping with open windows, or any number of other activities. Sometimes the teacher or pupils may initiate a drive in any one activity and coöperate in observing and measuring growth in that particular line. To arrive at an accurate estimate of health status, however, two principles must be followed in securing and comparing data about such items. A definite method of judging should be determined upon and this method must be used under the same conditions. For instance, the object may be to find out how many children put pencils in their mouths during a three-minute writing exercise. The children should not know the check is being made. This furnishes a definite standard set of conditions under which to arrive at a knowledge of the status of this habit. When the observation check is made later, conditions must be the same.

Observations should include health behavior as it is revealed at school, in the home, in the lunch room, on the playground, and on the way to and from school.

Records of Health Habit Performance

1. Daily reports of pupils concerning health practices such as sleep, vegetables eaten, or other activities will reflect health habit status with a high degree of reliability if the child's interest is centered upon attaining health and growth and not upon the attainment of a perfect record. (See home score card below.)
2. Unsigned questionnaires or special reports kept by the pupils or teacher or both may be used from time to time to gather information concerning the status, or the improvement, or retrogression in health habits.
 - a. See appendix of text *Cleanliness and Health* for discussion of suggestions for pupil's questionnaires. One type follows here:

HABIT QUESTIONNAIRE*

School _____ Grade _____

What time did you go to bed last night? _____

What time did you get up this morning? _____

What did you eat for breakfast this morning? _____

What vegetables did you eat yesterday? _____

What fruit, either raw or cooked, did you eat yesterday? _____

What cereal did you eat yesterday? _____

How many glasses of milk did you drink yesterday? _____

How many glasses of water did you drink yesterday? _____

How many cups of coffee did you drink yesterday? _____

How many cups of tea did you drink yesterday? _____

Did you eat candy between meals yesterday? _____

How long did you play out-of-doors yesterday? _____

How many times did you brush your teeth yesterday? _____

Have you had a bath during the last week? _____

*C. E. Turner, Dr. P. H., Journal of N. E. A., January, 1926.

- b. The following parent's questionnaire was taken from Turner's "Adventures in Health Education," N. E. A. Journal, 1926:

Has your child talked at home of things which he has learned?.....

Please check the following list of health habits to indicate those which he has improved since health teaching began:

- Going to bed earlier?
 Spending more time out-of-doors?
 Keeping himself more clean?
 Brushing teeth more regularly?
 Drinking more milk?
 Eating more vegetables?
 Eating more fruit?
 Eating more cereals?
 Eating less candy between meals?
 Eating foods which he had refused before?
 Standing and sitting in better posture?

Has your child improved in health appearance as shown in bright eyes, clear skin, good color, etc.?.....

Do you think there has been a real improvement in health?.....

Have you noticed improvement in any of the following ways as a result of better health:

- More cheerful and good-natured in disposition?.....
 More completely rested in the morning and more willing to get up promptly?.....
 Better appetite?.....

(NOTE: "An Intelligence Test for Parents," The Parents' Magazine, 255 Fourth Avenue, New York City, will supply interesting material for P. T. A. meeting. The Health Behavior Supplement, prepared by Wood and Lerrigo, contains many excellent suggestions along this line.)

- c. Often children will make records in story or letter form telling what other health performances have been.

The following score card covering home health activities adapted from that used by the Salisbury City Schools is suggestive of others to be made by teacher and pupils. It should be simple, emphasizing only the greatest needs. The number of activities should be increased gradually. (This is too complicated to begin with.)

RESPONSIBILITY FOR HEALTH HABITS.....
 Name of Parent or some other Person keeping record

.....Week Name.....

HABITS	M	T	W	T	F	S	S	Remarks
Washes hands before eating.....								
Washes hands after going to toilet.....								
Brushes teeth twice a day.....								
Eats only at regular meal hour.....								
Chews food well.....								
Eats sweets only after meals.....								
Eats one raw vegetable and some fruit each day.....								
Does not drink tea or coffee.....								
Drinks a glass of milk at each meal.....								
Drinks at least four glasses of water daily.....								
Goes to the toilet regularly (preferably before and after breakfast).....								
Eats one vegetable other than potato daily.....								
Keeps fingers away from nose and mouth.....								
Carries and uses a clean handkerchief each day.....								
Keeps hands, face, clothes and hair clean.....								
Remembers to put on extra coat when going out in cold weather.....								
Does not take hard exercise after meals.....								
Puts on rubbers in rainy bad weather.....								
"Goes out" only on Friday or Saturday evenings.....								
Sleeps with windows open at least nine hours.....								
Plays out of doors at least one hour after school.....								
Keeps head and chest up—does not loll when the weather permits.....								
Takes a bath twice a week.....								
Washes, hands, face, and cleans nails daily.....								
Removes outdoor clothing in the house.....								

KEY—Check each item he performs for himself. Cross mark when he forgets, and has to be told.
 Make no mark until you discover some evidence that the child is conscious of habit. This record should probably be kept over a period of from two to six weeks.

C. Paper and Pencil Tests of Health Knowledge Mastered—Few satisfactory tests of this type have been devised. *Health Education Tests* (A. C. H. A. bulletin, 60¢) describes the Franzen Battery.

Sample set of test forms—story, matching, true-false, five rules, time—without scoring keys, No. AS 136, 25 cents.

Each test may be secured in lots of 50 with scoring key as follows:

Five Rules Test.....	No. AS 129	\$.36
Matching Test.....	No. AS 130	.55
Story Test.....	No. AS 131	1.80
Time Test.....	No. AS 132	.36
True-False Test.....	No. AS 133	1.50

These are not recommended for routine use but are suggestive types of informal tests. Wherever experimental work is being done and evaluation giving distinction between groups and individuals is desired, these tests will prove useful. The Gates-Strang Health Knowledge Tests are the best type now available. Concepts listed should be used as bases of many informal teacher-made tests. (Public School Publishing Company, Bloomington, Ill.)

D. Measurement of Total Health Status—Satisfactory attainment of the standards listed in score card below should entitle a child in the elementary grades to receive some form of recognition for Health Achievement in May of each year. (It is understood that each community or school should decide on its own standard.)

*A HEALTHFUL BODY—(Judged by physician, nurse, and teacher).....35 points

Child must have a thorough examination early in the school year, with a complete record filed on the school card.

1. Satisfactory gains in weight.
2. Normal condition of all organs and systems.
3. Normal condition of bony structure of body.
4. Freedom from defect or chronic disease. Child's appearance, working energy, and school attendance must show a fine state of health.

IMMUNITY TO SMALLPOX, DIPHTHERIA, TYPHOID—

(Judged by physician).....15 points

(Five points for each immunity)

FAITHFUL PRACTICE OF HEALTH HABITS AT HOME—

(Judged by parents or older person covering these items).....20 points

1. Neatness and cleanliness.
2. Food and eating.
3. Sleep and rest.
4. Exercise and fresh air.
5. Clothing and dress.

FAITHFUL PRACTICE OF HEALTH HABITS AT SCHOOL—

(Judged by teacher covering the following items).....20 points

1. Neatness and cleanliness.
2. Food and eating.
3. Work, play, and exercise.
4. Dress.
5. Protection of self and others.

GOOD CITIZENSHIP BEHAVIOR—(Judged by teacher).....5 points

See trait list in citizenship course.

INTELLIGENCE REGARDING HEALTH EXPERIENCES.....5 points

According to age and grade (judged by teacher).

TOTAL.....100 points

*Adapted from form proposed by the School of Education, Peabody College, Nashville, Tennessee.

E. Measurement of Teacher Control With Regard to Health Promotion—

"A Tentative Analysis of Teaching in Nursery School, Kindergarten, and First Grade,"* by Dr. Winifred Bain, gives an excellently graded scale on five different levels with definite standards for rating teachers on the following items connected directly with physical and mental health:

1. Seeing to it that children form desirable habits and attitudes in promoting cleanliness and order in the school situation.
2. Adapting the temperature, lighting, and ventilation of the room to varying needs during the day.
3. Seeing that children maintain personal care and cleanliness in a way which promotes habits, healthful living and social responsibility.
4. Regulating wraps to weather conditions.
5. Giving children joyous and socially profitable out-of-door play every day when weather is suitable.
6. Protecting children from physical danger and establishing habits of cautions which are free from fear.
7. Promoting desirable postural habits and development.
8. Preventing contagion and developing habitual sanitary practices.
9. Using effective methods for establishing good habits of eating and proper attitudes toward food.
10. Making intelligent effort toward the establishment of desirable habits and attitudes toward elimination.
11. Providing a social organization which allows freedom for choice in activities, giving children practice in social responsibilities, and helping them to recognize authority as an aid to social well-being.
12. Promoting standards for social-moral conduct of children in the social situation.
13. Promoting wholesome emotional adjustment.
14. Arranging an environment conducive to educationally constructive work and play.
15. Guiding children to constructive thinking, desirable habits and skills through creative use of tools and play materials.
16. Stimulating children to find and solve their own problems.
17. Providing educative experiences which are extra-curricular.
18. Guiding children in their investigations and interpretation of meanings in social life and nature.
19. Guiding children to profitable use of their natural tendencies toward dramatic or representative play, which promotes social co-operation, problem solving, interpretation of experiences, and leads to further activity and expression.

F. The School Grounds and Building—

The school grounds should:

Be free from paper, food, remnants, trash, lumber, other building materials of all kinds, and standing pools of water.

Have carefully planned and constructed walks and driveways.

Allow ample space (about 50 square feet per child) for playground away from highways and preferably at the rear or sides of the building.

*Teachers' College Publication, Columbia University, 25¢.

Be improved where possible with flowers, trees, and shrubs. (Member of the Division of Schoolhouse Planting and Planning, State Department of Education, will upon request gladly visit a school and make suggestions.)

Provide for regular space given to storing, loading and unloading the school trucks.

Be supplied with drinking water facilities safe from drainage of privies, stables, and similar places, and adapted to sizes of various pupils.

(NOTE: If the source is a spring or well, it should be walled up and covered with concrete. Surface water should be drained away from these through drains or ditches. Where there are no fountains, individual cups should be provided. Sanitary fountains are those which make it impossible for children to touch the bubbler with lips while drinking and for water which has touched lips to fall back into stream.)

Have (if toilets are outdoors) at least two separate privies built according to plans furnished free by the Bureau of Sanitation, State Department of Health, which provide against flies getting to excreta—through cracks, ventilators, or open seats—and which are adapted to sizes of pupils. (The care of these buildings is under supervision of principal or teacher and they should be as thoroughly cleaned as any other room.)

Have seats in shady places for resting and eating (when lunch is taken out-of-doors).

The building should:

Have all outside doors opening outward.

Have all inside doors opening into halls.

Have fire escapes for upper floors when there are not sufficient stairways and exits.

Be supplied with indoor drinking facilities which together with those out-of-doors give an average of a bubbler for every 60-70 children that is suited in height to all ages represented in school and is so constructed that children cannot touch bubbler with lips and it does not permit water touched to flow back in stream. (If a container is used, it should be covered. Only individual cups should be permitted.)

Have at least two separate indoor toilets (if school is equipped with sewerage facilities) with a seat for every 25 pupils; thoroughly cleaned, ventilated and deodorized each day; inspected daily by teacher or principal; free from all markings; painted with washable paint; screened against flies; provided with adequate hand-washing facilities and trash receptacles.

Be fitted throughout with such heating and ventilating facilities as will maintain a continuous, natural flow of fresh, moist air, and a standard of 65°-70° during cold weather, thus eliminating need for common habit of wearing wraps and hats indoors.

Be fitted throughout with adequate closet or screened off space (cool and well-ventilated) for the shelves to carry lunches and the books for hanging each individual's hat and coat. (These should be placed with reference to height of children.)

Be supplied throughout with dustless chalk, sweeping compound (damp sawdust or dampened bits of paper may often be used), dampened dusting cloths, brooms, and floor or furniture oil.

Have a clean, orderly central closet or space for storing cleaning equipment and supplies, teaching materials used by more than one teacher (scales, pictures, maps, books, vases) and first aid supplies.

Have a central bulletin board for displaying materials of common interest to the school group.

Be thoroughly cleaned and ventilated every day after the exercises of the day are concluded during the school term and often during the summer months.

Have permanent filing equipment for individual health records.

Provide throughout for the admission of light from the east or west and from the pupil's left or rear with a total light area of approximately 25% of the floor area. (Windows should be grouped in batteries of five or six units at least five feet from front, with narrowest possible mullions, four feet from floor and reaching as near the ceiling as possible.)

Make provision for hot lunch equipment. (See "The Lunch Hour at School," Department of Interior, Bureau of Education Bulletin.)

Each classroom should:

Be fitted with a teacher's desk kept in good order as a matter of convenience and example, with a seat for every child (preferably movable individual tables and chairs), suited to size of children, (they should permit comfortably resting both feet on floor and be sufficiently close together to avoid body strain).

Have a bookcase or closet for storing in an orderly way books and other materials.

Keep a thermometer that registers.

Have an attractive wastebasket which is emptied as often as necessary and which really holds the trash.

Be supplied with adjustable, translucent tan or cream shades, hung from top and center of windows.

Be fitted with clean blackboards (slate type preferable), placed with reference to heights of children, clean chalk trays and erasers, suitable pictures, artistic plants, flowers, and vases.

Allow fifteen square feet of floor space and two hundred cu. ft. of air per child.

Contain a lavatory or other hand-washing facilities (see page 391) which are kept clean.

References:

- M. I. T. School Health Appraisal—Form I for Elementary Schools, Form II for Rural Schools—Department of Biology and Public Health, Massachusetts Institute of Technology, Cambridge, Mass.
- School Activities and Equipment for the Elementary School—Knox. Houghton, \$2.00.
- Educational Hygiene—Averill. Houghton.
- School Hygiene—Dresslar. Macmillan.
- Standards for High Schools—Standards for Elementary Schools—Strayer-Englehardt, Bureau of Publications, Teachers College.
- Standards for the Elementary Schools, 1924-25—State Department of Education.
- Health for School Children—School Health Studies No. 1, U. S. Department of Interior.

G. Measurement of School Health Program—

1. Growth Status—Regular gain in weight and height from month to month is some indication of health since the healthy organism does not naturally cease to grow over any great length of time. To secure comparable results weighing must be done at the same time of day and under the same standard conditions. Failure to gain over a period of one month is not a danger signal but failure over a period of three or four months calls for an examination of the individual's health habits and probably consultation with the doctor or nurse. Underweight alone does not necessarily mean that malnutrition is present. All children cannot be brought up to average weight. The value of a health program for the individual or the group cannot be determined by the number or percent of children in the underweight group. This will readily be seen when it is recognized, for example, that some children are thin because of nutritional needs while others are thin because they possess slender skeletons.
2. The number of corrections of physical defects also constitutes one measure of health growth.

3. Where school health surveys are made, an analysis of these from year to year should reveal the trend of health conditions. (School Health Appraisal Forms—Summary Sheets, Nos. I and II, published by the Department of Biology and Public Health, Massachusetts Institute of Technology, Cambridge, Massachusetts, should prove helpful.)
4. The number of successful immunizations against typhoid, small-pox, colds, and diphtheria is an indication of how successful the school health program is in this respect.
5. Physical ability tests for the various grade levels constitute some measure of physical accomplishment where special skills and practice effects can be eliminated—See Course in Physical Education.
6. Attendance records do not furnish reliable health indications because they are affected by epidemic and climatic conditions over which genuine health has no control. Illness records would help toward interpreting growth results. An individual's attendance record might upon diagnosis prove to be some index.
7. General observation to note growth in health attributes (page 378).
8. The increase in facilities for health service and supervision also constitute an index to the vitality of the health program.

PART THREE: REFERENCE MATERIALS

I. Bibliography and Key to References and Materials for Pupils and Teacher.

Because each topic discussed in the foregoing pages is followed by a list of sources thought to be the most pertinent and helpful now available, a full cumulative reference bibliography has been omitted. In order that the teacher may realize the full value of the very rich materials indicated throughout it is recommended that she always read the lists under similar topics for the grades preceding and following the one of immediate interest to her. Since there are a number of common references, for the sake of further economy in space abbreviations have been used in connection with those for grade topics. The limited list below is given merely as a key. (Note: Numerals in parentheses indicate most common grade placements; the others refer to prices.)

- III—The Voyage of Growing-up (3)—Turner-Hallock. Heath.
- IV—In Training for Health (4)—Turner-Pinckney. Heath.
- *V—Health (5)—Turner-Collins. Heath, 63¢.
- *VI—Health and Cleanliness (6)—Turner-Collins. Heath, 69¢.
- VII—Community Health (7)—Turner-Collins. Heath.
- A. B.—Science and the Way to Health—Andress and Brown. Ginn.
- A. C. H. A.—American Child Health Association, 370 Seventh Ave., New York.
- A. S. H. A.—American Social Hygiene Association, 370 Seventh Ave., New York.
- Averill—Educational Hygiene. Houghton.
- Bailey, R. R.—Sure Pop and the Safety Scouts. World, 52¢.
- B. G. W.—Boys and Girls of Wake-up Town (4-6)—Andress-Evans. Ginn, 66¢.
- B. S. B.—Building Strong Bodies—Hutchinson. Houghton, 61¢.
- Buice—Health Science and Education. John Wiley.
- C. I.—Cleanliness Institute—45 East Seventeenth St., New York City.
- H. B.—Health Behavior—Wood and Lerrigo. Public School Pub., \$2.80.
- H. B. S.—Health Behavior Supplement—Wood and Lerrigo. Public School Pub., 35¢.
- H. C.—Health and Good Citizenship, II (6, 7, 8)—Andress and Evans. Ginn, 96¢.
- H. H. I.—Health Habits, Bk. I—Burkard, Chambers, Maroney. Lyons.
- H. H. II.—Health Habits, Bk. II—Burkard, Chambers, Maroney. Lyons.
- H. P. E.—Health and Physical Education—Myers and Bird. Doubleday, \$2.00.
- H. W.—Land of Health—Hallock and Winslow. Merrill, 72¢.

*State adopted basal texts for the course in health.

- H. S.—Health and Success (6, 7)—Andress and Evans. Giun, 76¢.
 H. S.—Keep Well Stories for Little Folks. Lippincott.
 L. O. H.—Laws of Health and How to Teach Them—Winslow and Williamson. Merrill, \$1.60.
 L. S. I.—Safety Hill and Health—Lummis-Schawe. World.
 L. S. II.—Building my House of Health—Lummis-Schawe. World.
 L. S. II.—Road of Health to Grown-up Town—Lummis-Schawe. World.
 M. L. I.—Metropolitan Life Insurance Co., School Health Bureau, N. Y. C. Materials.
 Moulton—Adventurers in Health. Little.
 N. B.—The Way to Keep Well—Newmayer and Broome.
 N. D. C.—National Dairy Council, 910 S. Michigan Ave., Chicago, Ill. Free materials.
 N. H. L. I.—New Healthy Living, Book I—Winslow and Hahn. Merrill, 84¢.
 N. H. L. II.—New Healthy Living, Book II—Winslow and Hahn. Merrill, \$1.00.
 N. N. E.—Nutrition Notes for Elementary Teachers—McCormick. University of the State of New York Press, Albany, N. Y.
 O. D. L.—III, IV, V, VI, VII—Open Door Language Series—State Adopted Texts. Houghton.
 O. H. H.—Our Health Habits—Whitcomb-Beveridge. Rand, \$1.73.
 Payne—We and Our Health, Bks. I and II. American Viewpoint.
 P. H.—Physiology and Health—Turner. Heath.
 P. P. H.—Personal and Public Health—Burkard, Chambers, Maroney. Lyons.
 S. H. H.—Stories of Health and Happiness—Jenkins. Merrill, 68¢.
 S. S. H.—Science in the Service of Health—Downing. Longmans.
 S. T. F.—Scientific Temperance Federation, 400 Boylston St., Boston, Mass.

II. Other Sources from Which Health Education Materials May be Obtained.

ORGANIZATIONS WHICH PUBLISH HEALTH MATERIAL

- American Medical Association, 535 N. Dearborn St., Chicago, Ill.
 American Posture League, 1 Madison Ave., New York City.
 American Red Cross, Washington, D. C.
 American Social Hygiene Association, 370 Seventh Ave., New York City.
 Association for the Prevention and Relief of Heart Diseases, 370 Seventh Ave., New York City.
 *Boy Scouts of America, 200 Fifth Ave., New York City.
 *Camp Fire Girls, 527 Fifth Ave., New York City.
 *Child Study Association of America, Inc., 54 West 74th St., New York City.
 *Children's Bureau, U. S. Department of Labor, Washington, D. C.
 Commonwealth Fund, 578 Madison Ave., New York City.
 Elizabeth McCormick Memorial Fund, 848 N. Dearborn St., Chicago, Ill.
 Life Extension Institute, 25 West 45th St., New York City.
 Metropolitan Life Insurance Company, 1 Madison Ave., New York City.
 National Child Welfare Association, 70 Fifth Ave., New York City.
 National Committee for Mental Hygiene, 370 Seventh Ave., New York City.
 National Congress of Parents and Teachers, 1201 Sixteenth St., Washington, D. C.
 National Health Council, 370 Seventh Ave., New York City.
 National Organization for Public Health Nursing, 370 Seventh Ave., New York City.
 National Safety Council, 168 N. Michigan Ave., Chicago, Ill.
 National Society for the Prevention of Blindness, 370 Seventh Ave., New York City.
 National Woman's Christian Temperance Union, Evanston, Ill.
 Natural History Museum, New York City. Exhibits and slides.
 Playground and Recreation Association of America, 315 Fourth Ave., New York City.
 The Rockefeller Foundation, 61 Broadway, New York City.
 The Russell Sage Foundation, 130 East 22nd St., New York City.
 Scientific Temperance Federation, 400 Boylston St., Boston, Mass.
 Society for the Study and Control of Cancer, 370 Seventh Ave., New York City.
 State Boards of Health.
 State Tuberculosis Associations.
 Superintendent of Documents, Washington, D. C. Price list of government publications on health.
 *United States Department of Agriculture, Washington, D. C.
 *United States Public Health Service, Washington, D. C.
 *Women's Foundation for Health, 370 Seventh Ave., New York City.
 Women's Press, 600 Lexington Ave., New York City.

HEALTH FILMS

A list of films may be secured from the National Health Council, 370 Seventh Avenue, New York City. This list, prepared in 1928, contains a classified list of health films organized according to subject matter, a list of local distributors by states, and a list of national distributors. Several hundred films are listed. The list is free.

*Preferred references.

MAGAZINES

1. *American Journal of Public Health and The Nation's Health*. American Public Health Association, 370 Seventh Ave., New York City.
2. *Child Health Bulletin*. The American Child Health Association, 370 Seventh Ave., New York City.
3. *Child Study Magazine*. Child Study Association of America, 54 West 74 Street, New York City.
4. *Child Welfare*. The National Parent-Teachers Magazine. Subscription Offices: 5517 Germantown Ave., Philadelphia, Pa.
5. *Hygeia*. American Medical Association, 535 N. Dearborn St., Chicago, Ill.
6. *Journal of Health and Physical Education*. American Physical Education Association, P. O. Box 362, Ann Arbor, Michigan.
7. *Journal of the National Education Association*, 1201 Sixteenth St., Washington, D. C.
8. *Journal of the Outdoor Life*. National Tuberculosis Association, 370 Seventh Avenue, New York City.
9. *Library Index*. National Health Library, 370 Seventh Avenue, New York City. Issued weekly. Gives classified references to articles about health in many current journals.
10. *Nature Magazine*. American Nature Association, 1214 Sixteenth Street, N. W., Washington, D. C.
11. *Parents' Magazine*. The Parents' Publishing Association, Inc., 255 Fourth Avenue, New York City.
12. *Public Health Nurse*. National Organization for Public Health Nursing, Inc., 370 Seventh Ave., New York City.
13. *School Life*. Office of Education, Department of Interior, Washington, D. C. (Send subscriptions to Superintendent of Documents, Government Printing Office, Washington, D. C. 50¢ a year.)

SELECTED LIST OF HEALTH EDUCATION MATERIALS

American Child Health Association, 370 Seventh Avenue, New York City.

A complete list of publications may be secured by writing to the Association. Many of these publications have already been listed.

Joint Committee on Health Problems in Education of the National Education Association and the American Medical Association. Washington, D. C.: National Education Association.

Reports:

- "Minimum Health Requirements for Rural Schools," 1920, 8p. 10¢.
- "Health Essentials for Rural School Children," 1921, 24p. 15¢.
- "Health Chart Report" (illustrated), 1928, 64p. 25¢.
- "Health Improvement in Rural Schools," 1922, 52p. 25¢.
- "Health Service in City Schools," 1922, 40p. 25¢.
- "Health Education—A Program for Public Schools and Teacher Training Institutions," revised edition, 1930, 251p. Cloth, \$1.75; paper, \$1.25.
- "Ventilation of School Buildings," 1925, 8p. 15¢.
- "Daylight in the Schoolroom," 1921, 8p. 5¢.
- "The Teacher's Part in Social Hygiene," 1926, 20p. gratis.

Charts:

Sixty "Exhibit Charts" illustrating health problems in education. Size, 22x28. Prices: single charts, 50¢; any 5 charts, \$2.25; any 10 charts, \$4.00; 25 charts or more, 35¢ each; 50 charts or more, 30¢ each.

National Tuberculosis Association, 370 Seventh Avenue, New York City.

Write for list of publications. Health plays, posters, pamphlets, etc. "Health Teaching in Schools, A Manual for Teachers."

Office of Education, Department of Interior, Washington, D. C.

Health Education Series:

- No. 1. Wanted, Teachers to Enlist for Child Health Service.
- *No. 2. Diet for the School Child.
- No. 3. Summer Health and Play School.
- No. 4. Teaching Health. Lucy Oppen.
- No. 5. Child Health Program for Parent-Teacher Associations and Women's Clubs. Lucy W. Collier.
- No. 6. Further Steps in Teaching Health.
- *No. 7. The Lunch Hour at School. Katherine A. Fisher.
- *No. 8. Health Training for Teachers. R. G. Leavitt.
- No. 9. Your Opportunity in the Schools. L. Emmett Holt.
- No. 10. Suggestions for a Program of Health Teaching in Elementary Schools. J. Mace Andress and Mabel C. Bragg.
- No. 11. Milk and Our School Children. Bernice C. Reaney.
- *No. 12. Sleep. Harriet Wedgwood.

*Preferred references.

- No. 13. Dramatics for Health Teaching.
 No. 14. The Kindergarten and Health. Arnold Gesell and Julia Wade Abbot.
 No. 15. Suggestions for a Program for Health Teaching in the High School. Dorothy Hutchinson.
 No. 16. The Continuing Need for Teachers of Child Health. Dorothy Hutchinson and Harriet Wedgwood.
 No. 17. Helps for the Rural School Nurse. Harriet Wedgwood and Hazel Wedgwood.
 No. 19. Is Your Child Ready for School? J. F. Rogers.
 No. 20. Better Teeth. J. F. Rogers.
 Nos. 10, 17, 19, and 20 are 10¢; the others are 5¢ each.

III. Symptoms for Which a Child Should be Sent Home or Referred to the Doctor or Nurse or Segregated from the Rest of the School.

A. Indications of Illness

1. Running eyes and discharging nose suggestive of acute coryza (cold) or the beginning of measles.
2. Sores on the scalp suggestive of favus, ringworm, impetigo, or pediculosis.
3. Sores on the face or body suggestive of impetigo, ringworm, or scabies.
4. Sore throat.
5. Skin rash suggestive of measles, scarlet fever, or rubella.
6. Swollen glands suggestive of measles, sore throat, bad teeth, mumps.

B. Indications of Physical Defects

1. *Eyes*

Red, inflamed lids, formation of scales about margins of lids.
 Frequent styes.
 Inflamed eye-ball (the outer coat being pink instead of white).
 Tendency of the child to rub the eyes frequently.
 Blinking of the eyes and avoidance of light.
 Tilting of the head to various angles.
 Excessive tears in the eyes, or any discharge from the lids, or conjunctiva.
 Habitually holding work close to the face, or bending over the desk.
 Squint, or eyes not parallel when child looks straight ahead (cross eyes).

2. *Ears*

Failure to answer, misunderstanding and incorrect answers to questions, or saying "what?"
 Turning the head to one side when spoken to.
 Apparent inattention when the person speaking cannot be seen by the child.
 A facial expression indicating that the child is not aware of all that is going on about him.
 Failure to associate naturally with other children.
 Discharge or odor from the ear.
 Ear-ache.
 Picking at the ear.
 Defective speech, improper forming of sound elements or unnatural pitch of the voice (high, low, or monotonous tone).

3. *Nose and Throat*

Mouth breathing.	Coughing.
Discharge from the nose.	Frequent colds and sore throat.
Snuffling.	Underweight.

Diphtheria: Incubation period 2-5 days, fever, sore throat, usually a grayish membrane on area involved.	1. Immunization. A. Toxin-antitoxin—gives lasting immunity <i>after</i> twelve weeks. B. Antitoxin—gives immediate temporary immunity for six weeks. 2. Early diagnosis. 3. Rigid enforcement of regulations for cases, carriers and contacts.	1. Direct contact with a patient, a convalescent or a carrier. 2. Indirect contact. a. Droplets spread by coughing, sneezing or spitting. b. Articles contaminated by droplets. c. Contaminated milk.	1. Reported. 2. Placed under observation. 3. Quarantined. Minimum 8 days <i>and</i> until two negative cultures.	1. Keep school open. 2. Daily inspection of all pupils—for seven days. 3. Exclude any ailing children from school and isolate for culture re- port and diagnosis. 4. Patient may re-enter after expo- sure has ceased and two negative cultures released.*
Scarlet Fever: Incubation period 2-7 days, fever, sore throat, often vomit- ing, fine red rash in 1-3 days.	1. Immunization. A. Scarlet fever toxin—gives last- ing immunity <i>after</i> six weeks. B. Antitoxin—gives temporary immunity for three weeks. 2. Early diagnosis. 3. Rigid enforcement of regulations for cases, carriers and contacts.	Same as for Diphtheria.	1. Reported. 2. Placed under observation. 3. Quarantined. Minimum, 30 days from onset. Extended not less than two weeks for discharging ears or suppu- ratory glands.*	1. Keep school open. 2. Daily inspection of all pupils—for seven days. 3. Exclude any ailing children from school for the development of symptoms. 4. Patient may re-enter seven days after last exposure.*
Smallpox: Period of incuba- tion 12-17 days. Grippy symptoms followed by erup- tion in about 4 days.	1. Vaccination. 2. Early diagnosis. 3. Rigid enforcement of regulations for cases and contacts.	1. Direct contact with a patient or a convalescent. 2. Indirect contact with articles handled by patient.	1. Reported. 2. Placed under observation. 3. Quarantined. Minimum, 17 days from onset, if this date was reported at the time of the report of the case.	1. Keep school open. 2. Vaccinate all. 3. Vaccination refused: Exclude from school 17 days from last possible exposure. 4. Patient may re-enter when con- tacts have been successfully im- munized by vaccination.*
Acute Poliomyelitis: (Infantile Paralysis): Incubation 3-10 days, omitting, headache, pain, fever, restlessness, paralysis.	1. Avoid contact with patients. 2. Early diagnosis. 3. Rigid enforcement of regulations for cases and contacts.	1. Direct contact with a patient, a convalescent or a carrier. 2. Indirect contact: a. Droplets spread by coughing, sneezing or spitting. b. Articles contaminated by droplets. c. Contaminated milk.	1. Reported. 2. Placed under observation. 3. Quarantined. Minimum, 21 days from onset.	1. Keep school open. 2. All contacts, adults and children, should be kept under daily obser- vation of a physician for seven days after last possible exposure.
Cerebrospinal (epi- demic) Meningitis: Same as above.	Same as above.	Same as for Poliomyelitis.	Same as for Poliomyelitis.*	Same as for Poliomyelitis. Patient may re-enter ten days after disappearance of symptoms.
Measles: Whooping Cough: Chickenpox: Mumps: German Measles: 10-21 days; sudden attack 14-21 days. Symptoms, see p. 389.	Same as above.	1. Direct contact with the patient or a convalescent. 2. Indirect contact with articles handled by patients.	Must be reported. Must be isolated and placarded for following periods: Measles..... 5 days Whooping Cough..... 14 days Chickenpox..... 14 days Mumps..... 14 days German Measles..... 7 days	1. Keep school open. 2. Daily inspection of all pupils—for two weeks. 3. Exclude any ailing children from school and isolate at home for development of symptoms. 4. Patient may re-enter after 14 days except for Whooping Cough, which is 21.
Septic Sore Throat: Incubation period 1-2 days. Sore, ach- ing throat, usually epidemic.	Same as above.	Same as above.	Should be segregated for period of 7 days from onset.	Same as above, except patient may re-enter after three days if signs of disease have not reappeared.

*Children must not be readmitted to school after having had or having been exposed to the above diseases without a school permit from the Depart-
ment of Health or family physician. Such permits are given only on presentation of the Department of Health.

V. Some Specific Cleanliness Techniques.

A. Methods of Hand-Washing:*

1. WITH RUNNING WATER INSTALLED:

Wetting—child forms cup shape with hands and allows water to run over the hands and wrists.

Soaping—(a) If powder or liquid, cup shape as in "wetting"; (b) if cake, rub between hands.

Lathering—by rubbing hands over each other and over wrists.

Cleaning Nails—by use of toothpick or individual orange-stick.

Rinsing—by allowing water to run over the hands and wrists while continuing the motions as in "lathering."

Drying—with individual towel until all moisture is gone. Be careful to dry the cuticle thoroughly, pushing it back gently with the towel.

Tidying—(a) if bowl is used, rinse with clean water and wipe dry with used towel; (b) deposit towels in proper waste towel basket.

2. WITHOUT RUNNING WATER INSTALLED:

Equipment

Two large pitchers (gallon pails with one side bent to form spout).

Liquid soap container (old perfume or hair tonic bottle).

Liquid soap.

Paper towel (each must use just one towel).

Flat toothpicks.

Two large buckets for waste water (for indoor use).

Waste basket for used towels and toothpicks.

Supervisors

Teacher for soap monitor.

Two pupils for water monitors.

Method—Indoors

Place the waste buckets on a bench or stools about six feet apart.

A water monitor stands behind each stool.

Soap monitor stands between the buckets, nearer the first bucket.

Children form in line and approach first bucket, passing on as each step is completed.

Wetting—child forms cup shape with hands and receives water over the bucket so as not to spill on the floor. Rubs water over hands and wrists so entire surface is wet.

Soaping—child again cups hands and soap monitor shakes soap over hands.

Lathering—by rubbing hands over each other and over wrists.

Cleaning Nails—child takes a toothpick with which to clean nails.

Rinsing—at second bucket, water is poured over hands and wrists for rinsing.

Drying—with individual towel until all moisture is gone. Be careful to dry the cuticle thoroughly, pushing it back gently with the towel.

Tidying—deposit used towels in waste basket.

3. METHOD—OUT-OF-DOORS:

Children form in two lines facing each other.

Wetting—children form cup shape with hands and water monitor passes down one line and up the other, spilling a little water over each child's hands. Children rub water over hands and wrists so entire surface is wet.

Soaping—children cup hands again and soap monitor passes down lines shaking soap into hands.

Lathering—by rubbing hands over each other and over wrists.

Cleaning Nails—children take a toothpick with which to clean nails.

Rinsing—second water monitor passes down lines and pours on rinsing water.

Drying—with individual towel until all moisture is gone. Be careful to dry the cuticle thoroughly, pushing it back gently with the towel.

Tidying—deposit used towels in waste basket.

NOTE: The habit of washing the hands before meals is one of the most vital of health rules. Making this drill a part of the school routine immediately preceding the noon lunch will be valuable in establishing this habit.

The entire time for this drill in a room of thirty pupils should not exceed five minutes—and through practice, it can be done more quickly.

Washing to be done out-of-doors when weather permits.

B. Care of the Nails:*

1. Articles needed:

a. Basin with warm water, soap, towel, nailbrush, nail file, orange-stick, scissors.

2. File the edge of the nail until it has the curve of the end of the finger.

3. Place the hands in the basin and scrub thoroughly with soap and brush. Rinse well.

4. Dry hands thoroughly; be sure to dry the cuticle thoroughly, pushing it back gently with the towel. Do not cut the cuticle.

*Course of Study in Cleanliness—Cleanliness Institute.

C. Care of the Hair:*

1. Articles needed:
 - a. A wash bowl.
 - b. Plenty of hot water.
 - c. Some cold water.
 - d. A mild soap.
 - e. One or two large towels.
2. Rub the scalp gently with the finger tips, then brush the hair thoroughly.
3. Fill the bowl with warm water, making a good soap lather and rub it thoroughly into the scalp and through the hair.
4. For rinsing a warm spray is best. If this is not available, rinse several times in clear, warm water, followed by a dash of cold.
5. Be sure no soap remains in the hair. Wipe thoroughly with towels. If possible dry in the sun.

D. Method of Dish-Washing:*

1. To be thoroughly clean, dishes must be washed in hot, soapy water.
2. Articles needed:
 - a. Plenty of hot water.
 - b. A pan for washing and one for rinsing.
 - c. A wire basket for draining.
 - d. A clean dish cloth or dish mop.
 - e. Plenty of clean, dry towels.
3. Procedure:
 - a. Some authorities consider it best to drain the dishes and not wipe them.
 - b. Scrape food from the dishes into container.
 - c. Wipe off grease with soft paper, or flat rubber scraper.
 - d. Stack similar dishes together.
 - e. Wash dishes with soap and hot water, using mop on handle.
 - f. Rinse dishes in very hot water.
 - g. See that pans, shelf, sink, table, etc., are clean.
 - h. Towels and dish cloth should be washed thoroughly in clean, hot water.

VI. North Carolina Laws Affecting Health Teaching and Supervision.

Consolidated Statutes—Section 7152: *Parents required to report communicable diseases.*

"It shall be the duty of every parent, guardian, or householder, in the order named, to notify the county quarantine officer of the name, address, including the name of the school district of any person in their family or household about whom no physician has been consulted, but whom they have reason to suspect being afflicted with whooping cough, measles, diphtheria, scarlet fever, smallpox, infantile paralysis, typhoid fever, Asiatic cholera, typhus fever, bubonic plague, yellow fever, or other disease declared by North Carolina State Board of Health to be infectious or contagious."

If you do not obey you may be brought to court.

Penalty for Violation—Consolidated Statutes, 7155:

"Any person willfully violating . . . any of the rules and regulations adopted by the North Carolina State Board of Health for the control of the diseases mentioned in this act . . . shall be guilty of a misdemeanor, and fined not exceeding fifty dollars (\$50.00) or imprisoned not more than thirty days, at the discretion of the court. In case the offender be stricken with the disease for which he is quarantinable, he shall be subject to the penalty on recovery, unless in the opinion of the Secretary of the North Carolina State Board of Health the penalty should be omitted."

Sec. 5779. *State Board of Health and State Superintendent to make rules for physical examination.* It shall be the duty of the State Board of Health and the State Superintendent of Public Instruction to prepare and distribute to the teachers in all public schools of the State instructions and rules and regulations for the physical examination of pupils attending the public schools.

1919, c. 192, s. 1.

Sec. 5780. *Teachers to make examinations; State covered every three years.* Upon receipt of such instructions, rules, and regulations, it shall be the duty of every teacher in the public schools to make a physical examination of every child attending the school and enter on cards and official forms furnished by the State Board of Health a record of such examination. The examination shall be made at the time directed by the State Board of Health and the State Superintendent of Public Instruction, but every child shall be examined at least once every three years. The State Board of Health and the State Superintendent of Public Instruction shall so arrange the work as to cover the entire State once every three years.

1919, c. 192, s. 2.

Sec. 5780 (a). *Record cards transmitted to State Board of Health; punishment for failure.* The teacher shall transmit the record cards and other blank forms made by him or her to the North Carolina State Board of Health, and if any teacher fails, within sixty days after receiving the aforesaid forms and requests for examination and report, to make such examination and report as herein provided, the teacher shall be guilty of a misdemeanor and subject to a fine of not less than ten dollars nor more than fifty dollars or thirty days in prison.

1919, c. 192, s. 3.

*Reprinted from cleanliness outline by courtesy of the Cleanliness Institute.

Sec. 5780 (b). *Disposition of records; reëxamination of pupils.* The North Carolina State Board of Health shall have the records filed by the teacher carefully studied and classified, and shall notify the parent or guardian of every child whose card shows a serious physical defect to bring such child before an agent of the State Board of Health on some day designated by the State Board of Health between the hours of nine a.m. and five p.m. for the purpose of having said child thoroughly examined; and if, upon receipt of such notice, any parent or guardian shall fail or refuse to bring said child before the agent of the State Board of Health without good cause shown, he shall be guilty of a misdemeanor, and shall be fined not less than five dollars nor more than fifty dollars or imprisoned not more than thirty days: *Provided*, that the distance the child must be carried shall not exceed ten miles.

No pupil or minor shall be compelled to submit to medical examination or treatment whose parent or guardian objects to the same. Such objection may be made by a written and signed statement delivered to the pupil's teacher or to any person who might conduct such examination or treatment in the absence of such objection.

1919, c. 192, s. 4.

Sec. 5780 (c). *Treatment of pupils; expenses.* Within thirty days after the completion of the examination of the children by the agent of the State Board of Health, and after written statement of the proper authority hereinafter designated, a sum not exceeding ten dollars per hundred children enrolled in the county or city shall be paid to the State Board of Health to be used exclusively for the purpose of treating school children for defects other than dental, the same to be paid by the county commissioners of the county, and in cities or towns having a separate school system, to be paid by the city manager, city council, city board of aldermen, or city commissioners. Any funds so paid and not needed in enforcing the provisions of this article shall be returned to the county or city from which it was received.

1919, c. 192, s. 5.

Sec. 5780 (d). *Free dental treatment; appropriation.* For the purpose of providing free dental treatment for as many children as possible each year, and to aid the State Board of Health in making the examinations as provided for in this article, a special appropriation not to exceed fifty thousand dollars per annum shall be set aside from the State Public School Fund, and shall be paid by the Treasurer of the State of North Carolina on properly signed requisition forms to the treasurer of the North Carolina State Board of Health.

1919, cc. 102, s. 14; 192, s. 6.

AN ACT TO PROTECT SCHOOL CHILDREN RIDING IN PUBLIC SCHOOL BUSES UPON THE PUBLIC ROADS AND HIGHWAYS OF THE STATE.

The General Assembly of North Carolina do enact:

Section 1. That no person operating any motor vehicle on the public roads shall pass, or attempt to pass, any public school bus while the same is standing on the said public roads taking on or putting off school children, without first bringing said motor vehicle to a full stop at a distance not less than fifty feet from the said school bus.

Sec. 2. That any person violating the provisions of this act shall be guilty of a misdemeanor, and upon conviction shall be fined not to exceed fifty dollars, or imprisoned not to exceed thirty days.

Sec. 3. That all laws and clauses of laws in conflict with the act are hereby repealed.

Sec. 4. That this act shall be in force and effect from and after its ratification.

Ratified this 10th day of March, 1925.

1925, c. 265.

AN ACT TO REGULATE THE SPEED OF BUSES CARRYING SCHOOL CHILDREN.

The General Assembly of North Carolina do enact:

Section 1. That any person operating a bus carrying school children to or from the schools of this State who shall travel at a greater rate of speed than twenty-five miles per hour along any public street or public highway in the State of North Carolina shall be guilty of a misdemeanor, and shall be punished by a fine not in excess of the sum of fifty dollars.

Sec. 2. That this act shall be in force from and after its ratification.

Ratified this 10th day of March, 1925.

1925, c. 297.

Section 159. *Health certificates required for teachers.* Any person serving as county superintendent, city superintendent, teacher, janitor, or any other employee in the public schools of the State shall file in the office of superintendent each year, before assuming his or her duties, a certificate from the county physician, or other reputable physician of the county, certifying that the said person has not an open or active infectious state of tuberculosis, or any other contagious disease.

The county physician shall make the aforesaid certificate on a form supplied by the State Superintendent of Public Instruction, and without charge to the person applying for the certification, and any person violating any of the provisions of this section shall be guilty of a misdemeanor and subject to a fine or imprisonment in the discretion of the court.

AN ACT TO REQUIRE THE PUBLIC SCHOOLS OF THE STATE TO FURNISH ADEQUATE AND SCIENTIFIC INSTRUCTION IN THE SUBJECT OF ALCOHOLISM AND NARCOTISM.

The General Assembly of North Carolina do enact:

Section 1. In addition to health education, which is now required by law to be given in all schools supported in whole or in part by public money, thorough and scientific instruction shall be given in the subject of alcoholism and narcotism.

The State Superintendent of Public Instruction is hereby authorized and directed to prepare, or cause to be prepared, for the use of all teachers who are required by this act to give instruction in the subject of alcoholism and narcotism, a course of study on health education, which shall embrace suggestions as to methods of instruction, outlines of lesson plans, lists of accurate and scientific source material, suggested adaptations of the work to the needs of the children in the several grades, and shall specify the kind of work to be done in each grade, and the amount of time to be devoted to such instruction, which shall in no case be less than ten lessons in any one grade in any one year on the subject of the effects of alcoholism and narcotism on the human system. The work in this subject shall be a part of the work required for promotion from one grade to another; *provided, however*, nothing contained in this act shall be construed as requiring any additional text books, but the instruction required shall be from text books already adopted and now in use in the public schools of the State.

Sec. 2. In all normal schools, teacher-training classes, summer schools for teachers, and other institutions giving instruction preparatory to teaching or to teachers actually in service, adequate time and attention shall be given to the best methods in teaching health education, with special reference to the nature of alcoholism and narcotism.

Sec. 3. It shall be the duty of all officers and teachers, principals and superintendents in charge of any school or schools, comprehended within the meaning of this act, to comply with its provisions; and any such officer or teacher who shall fail or refuse to comply with the requirements of this act, shall be subject to dismissal by the proper authorities.

Sec. 4. This act shall be in full force and effect from and after its ratification. In the General Assembly read three times and ratified, this the 6th day of March, 1929. 1929, c. 96.

ELEMENTARY SCIENCE

INTRODUCTION

"In early American history, nature education went hand in hand with the three R's. To the pioneer, food and shelter, even life itself depended upon keen observation of nature's ways. The American frontiersman learned to know thoroughly the trees, the stars, even the habits of the smallest animals and birds; and the obtaining of that knowledge, the acquisition of that experience often necessarily took the place of other education. Today it is not necessary for us to understand the ways of nature to protect our lives from wild beasts and marauding Indians, but dangers quite as great threaten society as a whole—dangers which can likewise be met only by a careful study of nature and nature's ways."—The Nature Almanacs—Pack and Palmer. While this quotation may have come from an ultra-enthusiast, it nevertheless is indicative of the importance of this subject in modern life. In this wonderful age of scientific discoveries and inventions, where success and happiness depend much on one's ability to know, understand and appreciate nature and nature's laws, no subject could be made to contribute more to the education of the elementary school child than science. Whatever differences of opinion there may be with reference to this subject they would all deal with the specific content of the course and the methods to be employed in its treatment, rather than with the *importance* of the subject. It is not necessary, then, to make a defense for the inclusion of the subject in the curriculum of the elementary school.

THE SUBJECT DEFINED

Elementary Science is quite definitely related to many subjects of the elementary school. It constitutes a large part of the knowledge side of hygiene and health education, physical education, geography and civics. It could form a basis for much in reading, language, art, etc. It is assumed that much in the field of science will be treated directly or indirectly in many subjects of the elementary school. With that understanding, science as here considered will be restricted to those general fields which come rather definitely within the scope of pure science, and which is therefore, least likely to have been duplicated or adequately cared for in other subjects. Broadly speaking, the following categories constitute a rough basis about which the science material may be organized or grouped:

1. *Astronomy*, which deals with the observable phenomena of the earth in relation to the sun, moon, stars, planets and the inter-stellar spaces.
2. *Biology*, dealing with the phenomena of living things.
3. *Geology*, which has to do with the earth and its rocks, minerals, soils, etc.
4. *Physics and Chemistry*, which have to do with science phenomena not included in the other groups, including those knowledges which have to do with the laws observable in all the other categories.

In view of the place which Nature Study has occupied in the curriculum of the elementary school, it may be well to say a word about that subject here. The general emphasis placed upon nature study, and the point of view held with reference to it, restricted it largely to biological science. It has had to do with birds and flowers, with the chief emphasis placed upon identification. Because of the sentimental attachment which has grown up about nature study it has seemed wise not to use that term, but to call the subject elementary science. It is understood that this embraces all that has ever been included in the term nature study, but at the same time makes it possible to ascribe a broader interpretation to the field of knowledge which is represented by the subject under consideration. Those who have been accustomed to think in terms of nature study may know it has been cared for in the term elementary science, which it has seemed wise to use.

AIMS OF TEACHING ELEMENTARY SCIENCE

The Fourth Yearbook of the Department of Superintendence says: "The ultimate aim of education to which nature study and elementary science contribute is to produce a well-rounded individual, capable of living a wholesome, happy life, and contributing worthily to the welfare and happiness of others." In this same publication there appears a list of aims which, while not belonging exclusively to nature study and elementary science, are nevertheless well fulfilled by the subject. All these aims have merit and coincide with, supplement, or interpret the general aims advocated in this course of study. Since that is true, and since the detailed treatment and analysis given in that publication would prove helpful to the teacher, they have been accepted in their entirety and appear as follows:

A. ETHICAL AIMS:

1. Ability to perceive the truth.
2. Belief in the value of the truth.
3. Desire to follow the truth—moral uprightness.

B. SPIRITUAL AIMS:

4. Realization of one's relationship to all other living things and to the universe as a whole, and of one's dependence upon his fellows, upon other forms of life, and upon the forces of nature.
5. Realization of the wisdom of nature's laws and of one's dependence for successful living upon obedience to them.
6. Sense of companionship with outdoor life, and abiding love of nature.
7. Establishment of clean, wholesome interests.
8. Ability to catch glimpses of the cosmic forces as revealed in natural manifestations, in living creatures, in mankind, in man's highest examples, in the record of man's thought and action and aspirations as presented in nature, in literature, music, and art dealing with nature and in science.
9. Reverence for the wonderful universe, for its mysterious forces, and for life.
10. An attitude and desire for obedience to the law of love. Confidence in and habitual practice of sympathy, humaneness, kindness, regularity, patience, persistence, diligence, care, steadfastness, self-control, industry, thrift, and intellectual honesty. Desire to create happiness.

C. AESTHETIC AIMS:

11. Ability to create beauty and to use it.
12. Ability to see and appreciate beauty.
13. Habitual conservation of natural beauty.
14. Ability to interpret nature in a manner productive of aesthetic appreciation.

D. INTELLECTUAL AIMS:

15. Acquaintance with the environment in which one lives, through direct observation of: (a) man; (b) plant life; (c) animal life; (d) physical phenomena; (e) geological phenomena; (f) astronomical phenomena; (g) sound and music as related to nature study and elementary science; (h) language and literature as related to nature study and elementary science; (i) form, color, and visual art as related to nature study and elementary science; (j) man's inventions and creations; (k) the world in composite forms: woods, hills, streams, lakes, oceans, farms, cities, etc., and (l) the world of myth, legend, folklore, fairy tale, as related to nature study and elementary science.

In each of the above fields the teacher should seek to awaken interests, tendencies to greater attention, deeper appreciations, and normal emotional reactions.

16. Sustained interest in the phenomena of nature and science, ever increasing, broadening and deepening.
17. Automatic watchfulness or attention to the things involved.
18. Habit of observing keenly, independently, patiently and correctly.
19. Ability to exercise and control one's imagination.
20. Right evaluations, attitudes, and appreciations of things involved, for example: (a) attitude of habitual curiosity concerning truth; (b) ability to differentiate between useful and injurious forms; (c) elimination of impulses of fear and the desire to kill unnecessarily; (d) appreciation of the importance of agriculture and the dignity of labor, and (e) ability to think straight, and draw correct conclusions.
21. Normal and healthy emotional responses to the things, situations, and experiences, involved in nature study and elementary science, enjoyment of the pleasures of the senses.
22. The specific habits and skills which are necessary for easy and effective performance of the activities of nature study and elementary science.
23. Self-direction and self-control in performing specific activities. Development in initiative.
24. Habits of planning action prior to execution.
25. Habit of keeping abreast of developments, discoveries, or inventions. Development of the scientific attitude of mind.
26. Ability to give accurate expression to the result of one's observations, experiences and emotions.
27. Ability to determine what constitutes proof.
28. Recognition of defects, errors, or shortcomings in conditions, processes or results.
29. An abiding and impelling confidence in the worth of one's labors.
30. Development of poise and common sense.
31. Use of nature study and science interests as mental relaxation throughout life to aid in keeping mentally fit.
32. Ability to use language in all ways required for proper and effective participation in the community life.
33. Acquaintance with the most common scientific terms which are apt to occur in reading.
34. Maintenance of interest and vitality in all school work, especially as a basis of expressive studies, as writing, reading, drawing, manual arts, and oral expression. (Correlation.)
35. Habit of experimentation in school and out for the purpose of learning first hand from nature.

E. SOCIAL AIMS:

36. Reverence for human life.
37. Habit of coöperation with others in worthy undertakings.
38. Ability to make use of nature's forces for social betterment.
39. Sincerity, honesty, straightforwardness, truthfulness, fair-dealing, steadfastness, and reliability in one's dealings with others.
40. Desire to contribute to community and national welfare by conserving natural beauty and natural resources, including human health and energy, and controlling injurious forms.
41. Desire to contribute to home life by growing gardens, improving lawns, and understanding and properly using the household and other equipment of daily life provided by science.
42. Building of ideals of home life, of family ties and of the love and duties of parents and children.
43. Appreciation of obligations to succeeding generations.

F. CIVIC AIMS:

44. Acquisition of knowledge that will make one a better citizen, living in a better and more convenient home amid more beautiful and attractive surroundings.
45. Ability to participate intelligently in matters of public opinion where knowledge of science is necessary, as city water supply systems, street lighting, street and road construction, ventilation of public buildings, fire protection, gas supply, ice supply, etc.
46. Correction of superstitions, fallacies, prejudices, sentimentality, and the like.
47. Realization of the importance of the conservation of natural resources including human health and energy.
48. Ability to differentiate between the injurious and the good in one's environment.
49. Ability to discern the social obligations and individual rights of one's self and others.
50. Habitual practice of thrift.
51. A sufficient knowledge of the laws which one is expected to obey. Examples: Bird laws, game laws, wildflower-protection laws, forest-protection regulations, fire regulations, etc.

G. ECONOMIC AIMS:

52. Conservation of useful forms and control of the injurious.
53. Reduction of cost of living through gardening.
54. Ability to live intelligently amid present day surroundings, such as telegraph, telephone, etc.

H. VITAL AIMS:

55. Keeping one's physical well-being at the maximum through: (a) understanding and following nature's laws; (b) habitual physical exercise out-of-doors; (c) finding sane mental occupation out-of-doors; (d) deriving relaxation from nervous tension out-of-doors, and (e) acquiring a background for the facts of sex instruction when the time comes for their presentation.
56. Ability to protect one's self from micro-organisms and poisons from plants, venomous snakes, etc., and to deal with them and their products effectively in case of attack.

I. AVOCATIONAL AIMS:

57. Ability, disposition, and habit of taking up occasionally the systematic study of some new thing in the line of nature study or science.
58. Habit of prolonging and repeating the enjoyment of nature and science through meditating upon one's experiences.
59. A disposition toward experimentation, exploration, discovery, and invention in the fields of nature study and science.
60. Ability, profitably to utilize the observational opportunities of travel.

61. Ability to utilize music for a helpful, abundant and varied awakening of one's emotional nature.
62. Ability to utilize the products of the visual arts as sources of enjoyable and profitable aesthetic experiences.
63. Amateur ability in the field of the fine arts.
64. Ability to participate in desirable activities of social clubs.
65. Ability and disposition to engage with pleasure and profit in a sufficient and varied amount of games, sports, athletics, and outdoor recreation.
66. Ability and disposition to utilize outdoor life in the midst of natural surroundings as recreation for mind and body.

J. VOCATIONAL AIMS:

67. Experience, self-confidence, initiative and knowledge of how to do things.
68. Ability to supplement one's income.
69. Background of knowledge aiding in a wise selection of one's vocation.

K. PRACTICAL AIMS:

70. Ability to make use of the forces of nature and science for personal betterment.

Special attention is directed to the economic, practical and vocational aims as set forth in the yearbook. These have peculiar application to the "Live-at-Home Program," which is being so fervently advocated by His Excellency, Governor O. Max Gardner, and which is meeting with such popular favor throughout the State. Science instruction in the elementary schools may be made to contribute directly to this program. What possibilities there are for advancing economic well-being through the school and home garden; the study of soils in relation to agriculture; biological life in its relation to gardening and other phases of agriculture; simple understanding of farm machinery, the automobile, the electrical and mechanical appliances of the home; the conservation of natural resources such as forests, minerals, plant and animal life, soil fertility, et cetera! It is hoped every teacher will see these large, practical, and fundamental possibilities in this subject.

METHODS OF TEACHING ELEMENTARY SCIENCE

The place of methods in science teaching is quite important. In view of that fact a rather detailed treatment is given to this topic.

Downing, in his "Teaching Science in the Schools"* says: "Science-teaching should give the child the habit of scientific thinking, should impress the growing boy and girl with its value, and should make him realize that all problems to be solved effectively must be solved by this same method—by reasoning to correct conclusions on the basis of observed fact." True the problems must be simple at first and increase in difficulty as the child increases in capacity. The problem method is very essential in all good science teaching. The early problems will likely be largely of the "what" variety. "What bird is that?" "What tree is this?" Later they will be "How" problems. "How does a windmill work?" "How does a cricket make its chirp?" Finally, they will be largely "Why" problems. "Why does a snake shed its skin?" "Why is the new moon always seen in the west?"

*The Teaching of Science, E. R. Downing, University of Chicago Press.

What Downing is emphasizing here, of course, is the scientific method of study. It is surprising how infrequently decisions are made in adult life through the process of reasoning to conclusions on a basis of facts. Prejudices, emotional attitudes, personal opinions, conventions, too often are the governing factors. A man is a Democrat or Republican, a lawyer, doctor or bricklayer "not through any process of reasoning but because his father was such before him." Downing says: "If teachers and parents but realized their opportunity to help children form good habits of thinking; if they would but lead them to see problems, to define them clearly, and to attack them scientifically, by collecting the necessary facts, making a guess at the solution then either proving or disproving it by experiment and patient observation, and finally arriving at correct solution, what a help it would be to them in thinking out their life problems! If science-teaching can habituate pupils to careful scientific thinking and point the way to carrying the habit over to the citizen, it will do a great service to the individual and to the nation." It is hoped teachers will realize the possibilities of elementary science in making direct contribution to the scientific method of thinking and study. This fundamental conception of the nature and function of science instruction should strongly influence all techniques and methods of teaching the subject.

With this understanding of the importance of scientific method of thinking as a general outcome of science instruction, it is in order now to discuss a few specific points of technique and special method.

A. Use Material That is Concrete and Objective

The Fourth Yearbook, Department of Superintendence, says: "As many as possible of the nature lessons should be given outdoors, if only in the schoolyard or school block. The next best thing is to have real material in the schoolroom." This emphasizes the importance of the concrete and real. Every effort should be made to study the nature materials at first hand, and in their natural setting or environment. Trafton, in his book, "The Teaching of Science in the Elementary School,"* lists the following types of materials:

1. Living things in their natural environment.
2. Living things in the schoolroom.
3. Preserved material.
4. Pictures.
5. Apparatus for demonstration and experiments.

These types of material have particular reference to biological science. It is understood the physical, chemical and other phases of science would be just as concrete and real.

B. Field Trips

Field trips and excursions are necessary in studying most science material in its natural environment. They should consist of observations made by the individual student under the guidance and supervision of the teacher or group excursions personally conducted by the teacher. Both types are valuable. The individual observation or tour should lead to habits of accurate observation and should therefore, contribute definitely to the child's scientific equipment as well as his recreational re-

*The Teaching of Science in the Elementary School, G. H. Trafton. Houghton.

sources. The possibilities for educative value from group excursions are great, but the real outcomes will depend upon the care with which the teacher has planned the excursion. Because of the importance of this some suggestions have been taken from the "Elementary Science Course of Study," Baltimore, and from Burton's "Supervision and Improvement of Teaching."*

Preparation for the Excursions:

Teacher's preliminary visit to ascertain:

Data available for study.

Essential points of emphasis.

Best places for class and individual observation.

Safest, quickest route to traverse in making the excursion.

Teacher's preparation of the pupils to give them:

Live motive for observing.

Ideas in mind to serve as means of explaining new facts observed.

Definite assignment to group as a whole and to individuals.

Hopeful expectancy that their "special interests" will be satisfied.

Right and opportunity to ask questions "on the spot."

Signal for summoning the group for general discussion and for emergencies.

Conduct of the Excursions:

Divide observers at some points into smaller groups under other teachers or reliable pupil leaders who have made the trip in advance with the teacher.

Discourage attention being paid to irrelevant and unusual elements in the situation.

Check success of pupils' observation while on the spot. Do not allow serious misconceptions to pile up for the classroom clearing grounds. Be sure the children see the essential features at least. Encourage the exchange of ideas on the spot.

Have as much note-taking as seems consistent with the particular pupils' temperaments and the teacher's desire to associate satisfaction with their experience.

Suggestive Questions for Evaluating an Excursion Lesson:

Is the place, activity, or organization to be visited worth observing?

Will the excursion illustrate or contribute to a larger issue in the pupils' regular work? If it is a part of a project is it well-placed? Is there a careful preparation on the subject-matter side?

Do pupils know what they are going to see, and why?

Are they prepared to understand it?

Is an aim set up?

Is careful preparation made on the routine side?

Clear explanation of where to go, how to get there, how to conduct themselves while there, how to return?

All signals worked out and explained for moving class from place to place, gathering it together, etc.?

Has the teacher been over the ground beforehand and made sure of all arrangements?

Are there individual and group assignments in addition to the big aim for all? Instructions or note-taking?

Is there careful preparation for a summarizing lesson to be held next day, or on the return, involving reports and discussions?

*Supervision and Improvement of Teaching, W. H. Burton. Appleton.

C. Utilize Children's Questions and Natural Interests

Children's questions and spontaneous interest in the phenomena of nature should be utilized fully in the teaching of elementary science. Perhaps more than in any other subject these would be criteria of importance and dependableness. On any grade level, the teacher often would find a child's question to be the convenient and natural way to begin a unit of work, or the basis for selecting a unit. The importance of children's questions in the methods of teaching, and the implied importance in the selection of the subject matter itself, may be seen from this statement from Caldwell and Meier, "Open Doors to Science With Experiments."* "Children ask all kinds of questions about natural phenomena. Many of these questions are not easily answered; some cannot be answered at all with our present knowledge of science, but many more of them than is usually supposed may be answered by the use of a little careful thought. It is highly important that such questions be asked and that many of them be answered, since constant failure to secure answers to questions gradually weakens the habit of inquiry, and inquiry is essential to education. Perhaps the greatest service of elementary science is to keep the tentacles of inquiry alive and operating."

D. Vocabulary Needs

Teachers should be conscious of the vocabulary needs that are peculiar to a proper understanding and appreciation of science. Adaptation, pollination, dispersal, reproduction, hibernation, et cetera, are terms which have special significance in the study of science. It seems only necessary to remind teachers of the importance of being aware of the child's needs in this matter.

E. Individual Differences

Every possible effort should be made to care for the individual needs and abilities of the children. Children on any grade level or within any unit of study will vary greatly in their acquaintance with facts of science, or in their ability to learn the subject. Opportunity should be given to each child to profit most from his experiences. Breaking the class into groups might help to do this. Added responsibilities and extra assignments for the gifted and for those more advanced may aid in caring for the needs of that group. The resourcefulness, ingenuity and the imagination of the teacher will be taxed to the limit if the problem of individual differences and needs is met adequately.

F. Correlation With Other Subjects

The importance of this topic was implied in an earlier discussion in which an attempt was made to define the subject of elementary science. The material for English, reading, spelling, arithmetic, geography, history, health, art and other subjects should often grow directly out of the problems of the science program. Skill in reading, proficiency in oral and written composition, the appreciation of art and the ability to draw,

*Open Doors to Science With Experiments, Otis W. Caldwell and W. H. D. Meier. Ginn.

the understanding of scientific principles of health, and the interpretation of much in geography—all these may be served through proper utilization of the content of Elementary Science. Often a complete unit or activity in science would include within itself all the major subjects of the elementary school curriculum. The possibilities of correlation and relationship of a unit in science to other subjects may be illustrated by the following chart from Trafton's, "The Teaching of Science in the Elementary School":*

*The Teaching of Science in the Elementary School, G. H. Trafton. Houghton.

CORRELATION CHART OF SCIENCE AND OTHER SCHOOL SUBJECTS

Science Topic	Literature	Art	Geography	Arithmetic	Manual Training	Language	Civics
Birds	Read literature about birds studied.	Color outlines of birds. Make artistic bird calendar.	Migration: Change in bird life according to seasons.	Problems on the number of insects eaten by young birds.	Make nesting houses, feederies, and fountains.	Reports on outdoor observations.	Bird club to protect birds.
Trees	Read literature about trees studied.	Color autumn leaves, trees, winter, twigs, fruits, sections of wood. Frechand cuttings. Charts.	Forestry seasonal changes in trees.	Problems on height of trees and on board measure.	Make collection of woods.	Reports, both oral and written on outdoor observations.	Conservation of forests.
Flowers	Read literature about flowers studied.	Colored drawings of flowers and fruits. Draw leaves.	Flowers grouped according to season.			Reports on outdoor observations.	Protection of wild flowers.
Gardening	In connection with garden activities, read poems about gardening.	Cuttings and drawings of garden tools. Drawings of seedlings, leaves, flowers, fruits. Make plan of garden.	Dependence of garden activities on seasons.	Problems on measurement of garden and garden planting.	Make window boxes, stakes and labels for garden.	Reports on garden activities as topic for composition work.	Use of vacant lots. Summer gardens under charge of city.
Insects	Read poems about insects studied.	Draw insects, cocoons, galls, wasps, nests.		Problems on the amount of harm done.	Make breeding cages.	Topics for written work.	Control of fly and mosquito by town authorities.
Weeds		Draw plants and fruits.		Problems on the number of seeds borne by a single plant.	Make cases for holding weed seeds.	Reports both oral and written on outdoor observations.	Weeds in vacant lots. Weed laws.

G. Problem Method of Instruction

The problem method should be employed in science teaching. The problems may be simple or involved. They may be solved at a single class period, or the solution of them may extend over a long period of time. How the house fly is able to crawl on a perpendicular window pane may be determined after slight investigation but to answer the query as to what preparation plants or animals make for winter may require several weeks' study and a long series of careful and varied observations.

In connection with the problem method or with problem solving, a word of caution is given.

The ability to realize intellectual problems and to solve them requires a wealth of information. Children cannot see problems in science unless they have had many experiences in the observation of real scientific facts. Problem-solving lessons of an intellectual nature should follow rather than precede an intensive study and observation of the facts in a given unit. A concrete illustration of how this may be done follows: The children in a third grade became interested in the study of birds. They observed birds on field trips, they collected pictures of the common birds of North Carolina, they made collections of last season's birdnests, they read books about birds—their food, their habitats, their natural enemies. After such an intensive study of this subject this third grade became interested in solving intellectual problems about birds. The following are some of the questions which were raised:

How are birds built so that they can get their food from the places in which they live? What protection do birds have against their natural enemies? How do some birds help man? What birds hinder man more than they help him?

The children were able to discuss such complicated problems because they had been given a wealth of experiences relating to birds before problem-solving was undertaken.

H. Illustrative Types and Units of Instruction

To make more meaningful the discussion on method, a few types and units of instruction are given. These are illustrative of the organization of material and the methods employed in the teaching of science units. They give concreteness to the problem and should afford helpful suggestions to the teacher in organizing and in teaching her own science material. The exact method employed will be the one which most nearly meets the teacher's needs and which she can most effectively follow.

TYPE I—FIRST GRADE*

MOON AND STARS

Children are intensely interested in the moon and conspicuous stars. Through following suggestions given below they gain experiences valuable later in the understanding of the movements of the earth.

Study of the moon can be made at any time when it is conspicuous in the sky.

Study of stars should be made only in the winter months when they are conspicuous before the child's bedtime.

*Course of Study, Minneapolis, Minn.

OBJECTIVES: SKILLS, HABITS, ABILITIES, ATTITUDES, AND APPRECIATIONS.
1. Skills:

- a. Taking and recording observations. This skill is developed when the child is trained.

- (1) To look for results of each activity.
- (2) To express these results in simple, accurate statements.

2. Habits:

- a. Making patient, careful and correct observations.

- b. Experimenting in order to learn first hand. *Every observation made with the idea of finding out the truth is a simple experiment.*

3. Attitudes:

- a. Realization of forces of nature. The activities of 1 and 2 will lead to some understanding that moon and stars move in accordance with some kind of law.

4. Appreciations:

- a. Beauty.

- b. The wonderful and perfect mechanism of the universe. (These appreciations should be spontaneous on the part of the child.)

ACTIVITIES AND PROCEDURE.
1. Observe the moon:

- a. Shape.
- b. Color.
- c. Position in the sky.

2. Observe bright and conspicuous stars.
PRINCIPLES TO BE DISCOVERED, FACTS TO BE GAINED, AND INFORMATION TO BE GIVEN.

1. The moon is not always round.

2. The moon is sometime in the day sky and sometimes in the night sky.

3. The moon is white in the daytime and yellow at night.

4. The moon is not always in the same place in the sky.

5. Some stars are brighter than others.

TYPE II—SECOND GRADE*
THE RAINBOW
STIMULATION OF THE TOTAL SITUATION

1. A schoolroom situation already set up with such materials as: an easel, various colors of water paints, colored chalk, crayons, many-colored sewing materials, etc.
2. A daily period when the children are allowed to manipulate these materials creatively for the satisfaction of worthwhile purposes which are their own.
3. A daily period when questions, problems, and results of this work are brought before the whole group for discussion, criticisms, suggestions, and further planning.
4. An open-minded attitude on the part of both teacher and children which encourages the sharing of all experiences and which recognizes the value of every contribution sincerely given, however humble its origin.

POSSIBLE INITIAL INDICATIONS OF INTEREST

1. May come as an outgrowth of the use of various colors in painting and drawing as: many colors together remind one of a rainbow; an attempt to paint a sunset looks like a rainbow; etc.
2. May follow the experience of having seen a rainbow.
3. May come as a result of experience with a prism or with a piece of glass. (Observation of colors in a piece off a chandelier, floor lamp, curtain pulls; or of colors in broken bits of glass from telephone pole, broken bottle, or broken bits of mirror with bevelled edge.)

*Training School, East Carolina Teachers College, Lucy Nulton, Teacher.

4. May be the outcome of blowing bubbles and seeing rainbows in them.
5. May come from the experience of helping water the lawn and seeing the rainbow formed.
6. May be the result of observing spiderwebs covered with dew.

PROBLEMS AND QUESTIONS WHICH MAY ARISE

- How many colors are there in the rainbow?
 What color comes first in the rainbow? What comes next?
 Do they always come that way?
 How do you know which comes next?
 There isn't any orange paint? How can I paint a rainbow without orange paint? What makes green? What makes purple?
 What makes little balls of color stand up on the water?
 What makes a rainbow?
 Where is the end of the rainbow?
 Why doesn't a rainbow go straight across the sky? Why is it like a circle?
 Why is a rainbow sometimes high up in the sky and sometimes low?
 Sometimes rainbows are bright and sometimes they aren't very bright.
 How can I make mine not so bright?
 Why does the sun make a rainbow through a prism when it doesn't through other glass?
 What happens to the sunlight that comes through the prism?
 (At conference one child gave this statement of a solution and the question asking for verification. "When the sun shines on the *other* side of the prism it is whole—all together. And when it comes through it separates up into all the different colors on this side. Isn't that so?")
 Does the rainbow always come in the east? (Position in the sky with relation to the sun.)

ADDITIONAL MATERIALS CONTRIBUTING TO THIS PARTICULAR UNIT

1. Pictures of rainbows—prints, magazine pictures, advertising pictures, copies of masterpieces. (Rubens, *The Rainbow*.)
2. Posters showing color relationships and how light is refracted by prism.
3. A color top. (This can be bought or made. A flat cardboard disc which fits over an axis so pointed that it will spin evenly; round, accurately, colored discs of paper which will fit upon this cardboard disc; and a clip to hold them in place are all that are necessary. The color discs should be slit down one side so that two or more colors may overlap, leaving sectors of each exposed. By spinning two or more colors together the children can see the mixture of colors.)
4. Books and reading materials:
 Persing and Peeples—*Elementary Science by Grades, Book II*.
 Aldis, Dorothy—*Anything and Everything* poem, "Skipping Ropes."
 Longfellow, H. W.—*Hiawatha* (reference to rainbow).
 Bible—The story of the first rainbow.
 The Book of Knowledge.
 Charts growing out of the children's experience.

CONTROLS AND OUTCOMES

KNOWLEDGES

Science

The number of colors in the rainbow, their arrangement and relationship.

What causes a rainbow and that it appears only under these conditions.

The reason for its shape, for its position relative to the sun, and for its position relative to the horizon.

That other objects of nature have some of the rainbow colors. (Observation of autumn leaves, flowers, grasses, insects, birds, sunsets, etc.)

That there is a reason for many of the colors of nature. (Protective coloration, attraction.)

The refraction and reflection of the sun's rays by a prism.

Thy psychological effect of color—red means danger, blue is quiet, green is cool, etc.

Scientific combination of colors.

Art

Knowledge of fundamental colors, color relationships, the mixing of colors, and color harmonies.

Experience in the use of color as a means of expression.

Perspective—the rainbow which is far away is higher on the paper.

Proportionate width of colors to sky when painting.

Acquaintance with masterpieces relating to child's own experience.

Language and Literature

Knowledge of the story of the first rainbow.

Reading of related materials.

Realization that one can find information and pleasure in books and the use of books for those purposes.

Pleasant experiences with poetry, which may, in some cases, result in memorization of poems.

Writing their own poems and stories which express this rainbow experience.

Ability to converse freely and to exchange ideas or supply information.

Music

Singing of songs related to this experience.

Composition of airs for their own poems.

Rhythms and musical dramatizations.

If possible, manipulation on the piano until those who desire can play their own airs.

HABITS

Sharing discoveries and experiences with the group.

Observation of things in one's daily environment.

Seeking for desired information from people, by experimentation, and from books.

Carefulness and neatness in manipulation of materials.

Making exact statements when telling a fact.

Sticking to a piece of work until it is finished.

ATTITUDES

An alert curiosity and a spirit of investigation.

A questioning of experimental attitude—a willingness to try out the new and prove it which involves the withholding of opinion until a fact is proven.

Willingness to accept criticism and suggestions and to utilize them.

Fair play in sharing materials and pleasures.

Appreciation of color as a medium of expression.

Appreciation of the beautiful and harmonious coloring of nature.

SKILLS

The mixing of colors to obtain desired results.

So manipulating the prism as to throw the rainbow where one desires.

Choice of colors and their use in a harmonized whole.

Handling of brush and paints.

Manipulating the color top to obtain desired observations of color-mixing.

Manipulating a hose in sunlight to obtain rainbows.

POSSIBLE FURTHER ACTIVITY GROWING OUT OF THIS UNIT
("Activity which leads to further activity.")

1. Frequent and intelligent mixing of paints when needed.
2. Keen observation of colors of nature in trees, flowers, sky, etc.
3. Blowing of bubbles and seeing rainbows in them.
4. Experiences with reflection.

Recognizing color in things about us, leading to the noticing of color reflections in water and in glass.

5. Experimentations in dyeing rags for rugs, wall hangings, scarfs, etc. Use of nature materials in this activity.

TYPE III—FIFTH GRADE*

ECONOMIC AND AESTHETIC VALUES OF INSECTS TO MAN

OBJECTIVES

1. To know the life cycle of insects in adapting themselves to their environments.
2. To know that the activities of insects greatly influence the activities of man.
3. To know and appreciate the aesthetic qualities of insects.

LARGER OBJECTIVES OF WHICH THESE OBJECTIVES ARE A PART

1. Survival of the fittest.
2. The balance of nature.
3. Species have survived because in adaptations and adjustments they have become fitted to the conditions under which they must live.
4. The place of parental care in the survival of the species.

SITUATION OR POSSIBLE SITUATION LEADING TO THE STUDY

1. Nature table with cases of specimens and reference materials furnish much stimulation.
2. Caterpillars that children bring to school in fall may serve as a lead into such a study.
3. Study of silk in geography could lead into a study of insects in their relation to man.
4. A nature excursion in the fall in which many butterflies were seen would furnish interesting stimuli.

ACTIVITIES OF THE CHILDREN

1. They made observations of their environment looking specifically for insects.
2. They read and studied pictures of many nature books.
3. They searched readers and other books in the library for stories and poems about insects.
4. They watched the bulletin boards for pictures of and articles concerning insects.
5. They brought suitable materials for the bulletin boards.
6. They brought magazines and books from home that gave classification of and articles on insects.
7. They went on excursions.
8. They brought in many specimens of insects in different stages: eggs, caterpillars, cocoons, chrysalis, butterflies, moths, crickets, grasshoppers.

*Training School, East Carolina Teachers College, Cleo Rainwater, Teacher.

9. They studied the cases of insects, comparing with reference books, and classified the insects.
10. They participated in conversations about insects asking and answering questions.
11. They drew pictures of and worked out designs from insects.
12. They wrote poems about insects.
13. They looked at butterflies' wings through a magnifying glass brought by a member of the class.
14. They watched caterpillars spin cocoons.
15. They listened to victrola records and orchestral pieces concerning insects.

PROBLEMS SET UP AND SOLVED BY THE CHILDREN

1. What do butterflies eat?
2. Where do butterflies stay at night?
3. Where do butterflies stay in winter?
4. What is that on their wings that rubs off on one's fingers? What makes their wings stiff?
5. Do little butterflies grow into big butterflies?
6. What are the differences between a butterfly and a moth?
7. What do grasshoppers eat?
8. What are the antennae for?
9. Where do grasshoppers stay in the winter?
10. What do they lay their eggs on?
11. Do grasshoppers help or hinder us?
12. What makes a grasshopper able to hop so far?
13. Will a praying mantis hurt us?
14. How do people make silk out of cocoons?
15. Why do some moths form a chrysalis while others spin cocoons?
16. How can a big moth stay in such a little cocoon?

OUTCOMES IN KNOWLEDGE

1. Science

a. Stages in the life of an insect:

- (1) Egg
- (2) Larva
- (3) Pupa
- (4) Imago or adult

b. Life history of a butterfly:

- (1) Characteristics of insect at each stage.
- (2) Where each stage is spent.
- (3) Stages in which food is taken.
- (4) Colors of butterflies. (Protective coloration.)
- (5) Length of life.
- (6) Classification of different species.
- (7) Relation of butterflies to man.

c. Characteristics of a true insect—grasshopper as study:

- (1) Divisions of body:
 - (a) Head: Antennae; compound eyes and simple eyes; proboscis of butterfly, biting mouth parts of grasshopper.
 - (b) Thorax—Wings.
- (2) Legs:
 - (a) Number.
 - (b) Value to grasshopper and other insects.
- (3) Spiracles or breathing pores.
- (4) Ears of grasshopper.
- (5) Sound organs of grasshopper (comparison with cricket).
- (6) Abdomen:
 - (a) Segments.
 - (b) Ovipositor.

- d. Comparison and contrast of butterfly and moth:
 - (1) Similarities:
 - (a) Life stages are the same.
 - (b) Characteristics of body are same.
 - (2) Dissimilarities:
 - (a) Butterfly flies by day, moth by night.
 - (b) Butterfly holds wings together.
 - (c) Butterfly has slender body, moth has large puffy body.
 - (d) Most butterflies have bright colors, moths have rich colors but subdued ones.
 - (e) Pupa stage of butterfly is chrysalis, pupa stage of most moths is cocoon. Over back when at rest, moth holds wings outspread.
- e. Life history of grasshopper:
 - (1) Incomplete metamorphosis:
 - (a) Egg
 - (b) Baby grasshopper
 - (c) Adult grasshopper
 - (2) Way the mother grasshopper deposits the eggs.
 - (3) Place where eggs are deposited.
 - (4) Economic relation to man.
- f. Comparison of other insects with butterflies, moths, and grasshoppers:
 - (1) Praying mantis
 - (2) Cricket
 - (3) Dragon fly
 - (4) Katydid
 - (5) Mosquitoes
 - (6) Flies

2. Art—*Fine and Industrial*

- a. Realistic drawing of simplest butterfly in collection (a yellow sulphur), placing it in a triangle as an aid in getting correct shape.
- b. Realistic drawing of a more complicated butterfly (a swallow-tail), using same method.
- c. A study of designs worked out from butterflies by American Indians and Chinese. The working out original designs from insects.
- d. Application of this design to something they can keep—a cardboard box to be used as a bank for Christmas.
- e. Making of butterfly net, cage for specimens, cases for mounting specimens.
- f. Unraveling of silk of cocoon.

3. Music

- a. Listening to the victrola record *The Flight of the Bee*.
- b. Listening to Damrosch's orchestra play *The Tarentella*.

4. English

- a. Much reading of both informational and literary types.
- b. Conversation about insects.
- c. Telling of stories and reporting information concerning insects.
- d. Addition of many expressive words and terms to vocabulary.
- e. Group composition of poetry.
- f. Individual composition of poetry.

Example of poem composed by the group:

THE GAUZY BUTTERFLY

Butterfly, butterfly, on gauzy wing,
You come to us in the lovely spring,
Sipping nectar from the flowers
That grow beneath the April showers.

Butterfly, butterfly, you fly so high,
Your colors shine against the sky.
You flit around with the sunshine bright
And fold your wings at night.
When at night you go away,
I always wonder where you stay.

SKILLS

1. Observing and interpreting surroundings.
2. Collecting and using reference materials.
3. Collecting and mounting specimens.
4. Reading for answering definite problems.
5. Caring for specimens.
6. Handling equipment.
7. In reading and organizing information to present to the group.

ATTITUDES

1. Being curious about all things in nature.
2. Collecting.
3. Of not taking life unnecessarily.
4. Searching out the aesthetic values in nature.
5. Handling specimens without squeamishness—the scientific attitude.

HABITS

1. Looking for sources of designs.
2. Being accurate in giving information.
3. Observation.
4. Sharing materials, information, and experiences.
5. Setting up a hypothesis for oneself.
6. Following a problem through to its logical conclusion.
7. Recognizing man's actual and possible applications to his needs.

POSSIBLE FURTHER ACTIVITIES

1. Ants and wasps are examples of social insects.
2. Flies and mosquitoes in relation to health.
3. Silk worm and honey bee as domesticated insects.
4. Insects in their relation to flowers.
5. Economic value of birds in holding insects in check.

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TYPE IV—FIFTH GRADE*

MAPLE TREE

Suppose a maple tree is growing in the school yard. A second grade class may visit this tree in the early fall, and their attention be directed to the following points, with a careful discussion of each before taking up another one: The general shape of the tree, the color of the bark, the shape of the leaf. Children should be asked to examine the tree and observe these points. They should visit other trees of the same species if possible, so as to recognize the species at sight. It is advisable that a drawing of the tree be made in the field.

In the schoolroom, the children may give an account of their field trip. If the sentences are written on the board, as the children give them, an interesting story may be the result. Should the children desire to write sentences of their own, a written language lesson will evolve from this work. The words they wish to know how to spell may form a list for a series of spelling lessons. A single leaf, a twig, or the tree in its environment may furnish interesting material for a drawing lesson. As to what is used depends on what the child desires.

Stories and poems about the maple tree are found in many of the readers. The teacher may help the child use the table of contents to find them for himself.

This same tree may be studied in the winter, so the children will recognize it without its leaves. In the spring, its flowers and seeds may be studied. This method may be used in studying other trees, and each child may keep his sentences and drawings in a record book.

Suppose a fifth grade should desire to carry on a study of trees. If they do not know anything about trees, they should begin in the same simple way that the second grade does. They can use their material in school work in the same way, but they should elaborate on it. For example, a study of the physiography of the country in which the tree grows may be studied. The different kinds of maples that grow in the community may be learned. With the use of reference books, the class may find what use is made of maple trees and in what different parts of the world the maple trees grow. This phase of work furnished geography, history, language and spelling material. The drawing may be left to the discretion of the teacher and the child.

The language lesson may be a letter, asking permission to study in some special area, or a letter to a manufacturing establishment asking for literature. It may be a descriptive paragraph or a story giving an account of the excursion. It may be that some child may wish to express himself through a poem, or talks may be made by the different class members. All forms of language work may be taught through the study. Spelling, of course, is a part of the language, and when the need arises for use of certain words, that the child does not know how to spell, these words may be written on the board and then be assigned for a drill lesson.

History may be taught through various means, depending of course on the species of trees that are being studied. The historical incidents connected with the tree, its economic importance in the past and present, and work regarding its conservation will furnish topics for much history material.

A study of its distribution throughout the world in regard to climatic regions, locations of industries due to its presence, in certain sections and the habitat of the tree will furnish many geographical problems through the school year.

The reading activities may take different trends depending of course on the purpose for which the material is to be used. If the children are planning a program for the room, recreational reading may be desired by the pupils who are taking part in the activity. During the recreation period the same type of material may or may not be needed. In preparing geography or history, informational type of reading is needed.

*Raleigh City Schools, Mrs. M. Louise Bullard, Teacher.

The child is thrown on his own resources again and many learning situations arise here. First, learning how to use reference books, second, organizing material, third, making bibliographies and other phases of work may arise as different avenues are opened up.

In the health work a study of trees from the standpoint of materials they furnish in the way of food, clothing, shelter, or substances for the preparation of these such as nut trees for food, rubber trees and trees used in preparation of leather, and various kinds of wood for building purposes presents several worthwhile activities.

The suggestions mentioned in this paper have been successfully carried out in different grades.

Practical problems in arithmetic have arisen in classrooms concerning the size, height and value of trees. These problems of course depend on the type of tree being studied, the method of approach, and available literature. A study of the distribution of the sugar maple tree, the value of its products in the New England states, the climatic conditions of that section and its effect on social life, shows to the child the interrelationship of the different school subjects. Different trees may be studied from the same viewpoint and furnish material for every subject in the elementary school.

Conservation of trees becomes an interesting phase of civics. Through this study another subject is introduced and tree-planting may become a worthwhile activity to the group and to the community.

SCIENCE CONCEPTS TO BE GAINED

The course of study in elementary science should guarantee that the child understand and grow familiar with a few scientific concepts. It is understood that for the elementary school child these concepts would be relatively simple but yet fundamental. There is danger that the teacher will think of these concepts from an adult viewpoint and either impose upon the child a mature conception of a scientific principle or fail to see the significance of a simple concept to the understanding and life of the child. Neither of these conditions should obtain and will not if the teacher understands child life and child nature, and is consciously aware of the place of science in the development and education of the child.

For reasons which have been given elsewhere the content of elementary science as here treated relates to those organized bodies of knowledge which may be classified as astronomy, biology, geology, physics and chemistry. The science concepts to be acquired would, therefore, relate to these categories. In *The Teaching of Nature Study and Elementary Science*, New Jersey Course of Study, definite science concepts are given. They are presented here as being representative and indicative of what is desired. They may be modified, rejected or added to as the judgment and sound experience of the teacher dictate.

ASTRONOMY CONCEPTS

1. There are many other heavenly bodies in the universe.
2. There are vast distances between the bodies that we see.
3. Our system of reckoning time is based on our relation to the sun and the stars.
4. The earth and some other bodies of the universe are surrounded by a gas called the atmosphere.
5. The earth is one of the planets of the solar system.

BIOLOGY CONCEPTS

1. Life appears on the earth in a great variety of forms.
2. Certain life processes or functions are common to all living things.
3. All forms of life react to their surroundings.
4. Living things are interdependent and interrelated.
5. Life comes from life.
6. Living things reproduce their kind.
7. The young of living things tend to be like their parents.
8. Living things pass through periods of growth commonly referred to as youth, maturity, and old age.
9. Successful living is dependent upon the application of laws of life and growth.
10. "Man exercises a controlling influence on his environment," Getman. Man exercises a continuously increasing control over his surroundings.
11. Living things on the earth are greatly influenced by the sun and its relation to the earth.
12. "Living things on the earth are dependent upon their available food supply," Getman.
13. Life has existed on the earth for long periods of time.

GEOLOGY CONCEPTS

1. The earth is full of natural resources.
2. The relief features of the earth's surface are due to continuous movements of the materials of which the earth is composed.
3. There are different kinds of rocks due to the methods of formation.
4. Those rocks are made up of different minerals.
5. The remains of plants and animals found in formations have a historic interest.
6. Erosion is largely responsible for soils.
7. Present movements and eruptions are responsible for the theories of the development of the earth.

PHYSICS AND CHEMISTRY CONCEPTS

1. The facts involved in physics and chemistry are important factors in the every-day life of the home and community.
2. Heat is a form of energy.
3. Light is an energy of importance to all life and there are different forms of light.
4. Mechanical laws are applied to toys and household equipment.
5. Electrical energy is an active factor in modern social and economic life.
6. Matter assumes different states according to temperature and pressure.
7. When two elements combine to produce a new substance, a change has occurred.
8. One form of energy can be changed into other forms of energy.
9. Science is fundamental to many occupations.
10. Universal law and order controls the natural world.

THE CURRICULUM

The content or the subject matter of the science curriculum manifestly would be that which contributed directly or indirectly to a realization of the aims of education in the elementary school, and which would result in the child's acquiring the science concepts which are held to be desirable. Both the aims of elementary education and the science concepts have been stated. It remains for the teacher to select and evaluate the material in relation to these aims and concepts.

While what has just been said is true still it seems desirable to suggest certain criteria which may be used in the selection and organization of the material. These have pedagogical and psychological significance and should be helpful to the teacher in selecting and organizing the subject matter of science. The utilization of these criteria should aid the teacher in making elementary science contribute its share toward realizing the aims of elementary education and toward a full understanding of the science concepts desired.

Criteria for Selecting and Organizing Subject Matter

In their *Teachers' Guidebook for Everyday Problems in Science*, Pieper and Beauchamp,* propose these criteria:

1. Does the subject matter appeal to the interests of boys and girls as worthwhile and real in their daily lives?
2. Is it possible to organize the subject matter in such form that the method of study gives proper training in desirable attitudes, habits, skills, and ideals?
3. Is the subject matter such that the knowledge gained has a real positive value in the life of the pupil?
4. Are the subject matter and the method to be employed of the proper degree of difficulty so that the pupil can understand the content and its meaning in life only through serious study?

In the *Fourth Yearbook of the Department of Superintendence* these principles are set up for the selection of material:

1. The material should belong to the activities and experiences of childhood, and to the child's biological and physical environment, leading from the familiar to the unknown.
2. The material should arouse the interest and the curiosity of the child, and at the same time be such that he is able to see and determine most of the facts concerning it for himself.
3. As soon as the child's interest and comprehension make it suitable, material having social value should be given preference over that which is interesting for itself alone.
4. The material should be seasonal.
5. The material should form a progressive and unified course and should be of sufficient variety to afford as broad an outlook upon the child's environment as the consideration of the four principles stated makes practicable.

Downing, in his *Teaching Science in the Schools*,† discussing the principles of organization, gives the following statements as principles to be followed in organizing the subject matter:

1. The subject matter should be so organized that it will have dependent continuity.
2. It should be organized in such manner that the course will increase in difficulty commensurately with the pupil's increasing capacities.
3. It should be organized in reasonably small units that are within the grasp of the pupils so that each student will have a constant sense of mastery.
 - a. Each of these units should have a title or an introduction that challenges attention.
 - b. Each unit should in the lower grades result in clear-cut precepts, in the upper grades, in the comprehension of an important principle or law, important from the point of view of the pupil's needs.

**Teachers' Guidebook for Everyday Problems in Science*, C. J. Pieper and W. L. Beauchamp. Scott.

†*Teaching Science in the Schools*, E. R. Downing, University of Chicago.

- c. In the organization within the unit, adequate provision must be made for drilling pupils on carrying such principles over into life situations.
 - d. Some units or parts of units should be organized into problem or project form so as to insure training in scientific thinking.
 - e. Organize one unit or parts of several so as to treat of the history of science and the biographies of notable scientists with a view of obtaining an appreciation of the value of science and the devoted labors of its workers.
 - f. Introduce as an element in some units correlated art and literature to develop the aesthetic appreciation of nature and the moral import of her laws.
4. The subject matter should be organized so as to facilitate supervision.

An analysis of the criteria and principles recommended by the authorities quoted shows that:

1. The materials should be so organized as to afford dependent continuity from unit to unit or from grade to grade.
2. They be within the scope of the child's capacities.
3. The interests and needs of the child be taken into account.
4. The material be arranged seasonally.
5. The knowledge gained have a real positive value in the life of the child.
6. To some degree the problem or project method be employed so as to insure training in scientific thinking.

Aside from these criteria and principles attention is called to the illustrative type units which appear under the discussion of methods. In these are found not only typical problems or units of work but also some application of the criteria which govern the selection and organization of subject matter.

The Curriculum a Series of Well Organized Units

The curriculum should consist of a series of well organized, sequential units, embodying scientific concepts and principles and contributing toward the realization of the aims of elementary education. One now finds a number of courses of study so organized. While this is true much experimental work needs to be done before there can be scientific grade placement of units. In view of that fact, no attempt is made to prescribe a sequence of units by grades. In light of the general criteria which have been suggested, and in the exercise of their best judgment, teachers will select their units. A careful record should be kept of these units and activities. It is recommended that all elementary teachers in a particular school unit, in coöperation with the principal, determine the science units which will be taught in all the grades. This coöperative enterprise would enable each teacher to know what every other teacher was doing, and would, therefore, reduce duplication of material from grade to grade and sooner or later would result in a well organized unified science program throughout the whole school. Within a few years, from definitely and recorded experiences such as these, a rather uniform and specific curriculum could be evolved and developed on a state-wide basis. The importance of coöperation of all teachers within a given school unit and the keeping of a detailed record of all that is done can not be too strongly emphasized.

Suggested Units From Horace Mann School

Craig,* in the Course of Study in Elementary Science in the Horace Mann School, lists the science units by grades in grade 1-6. As a helpful suggestion his list is given:

FIRST GRADE UNITS

Change in Appearance of Landscape Due to
Change of Season.
Effect of Seasonal Changes Upon Trees.
Effect of Seasonal Changes Upon Plants
Other Than Trees.
Migration of Birds.
Insects in the Various Seasons.
Winter Birds.
Other Animals in Winter.

Seeds Start New Plants.
An Effect of Cold Weather.
Influence of Weather Upon Man.
There is Water in the Air.
The Schoolroom is Filled With Air.
A Fire Must Have Air in Order to Burn.
Wiring Doll Houses and Toy Villages for
Electric Lights.

SECOND GRADE UNITS

Plants During Winter.
Man and Seasonal Change.
Insects and Seasonal Change.
Migration of Birds.
Other Animals in Winter.
Ice Forms at the Top of Water.
Observation of Change of Weather.
Water Can be Turned Into Ice and Steam.
Our Schoolroom is Filled With Air.

There is Dust in Air.
A Fire Must Have Air.
There is Water in Air.
We Receive Heat and Light From the Sun.
Plants Need Sunlight.
Seeds Start New Plants.
A Magnet Picks up Nails and Tacks.
Spiders—Source Material.
Moths and Butterflies—Source Material.

THIRD GRADE UNITS

How Animals Protect Themselves.
How Animals Care for Their Young.
How Seeds Are Scattered.
Animals Are Dependent Upon Plants.
Man is Dependent Upon Plants and Other
Animals.
Molds.
Magnetism.
Water in Air.
Plants Give Off Water.
Air Pressure.
Fire Needs Air.

Differences in Air Breathed In and Air
Breathed Out.
Some Objects Float and Some Sink.
Water Dissolves Some Substances.
Effect of Light Upon Some Plants.
The Rainbow.
Cause of Day and Night.
Turtles—Source Material.
Setting Up and Care of the School Aqua-
rium—Source Material.
Domestic Animals—Source Material.

FOURTH GRADE UNITS

Community and Social Life of Animals—
Source Information Concerning Ants,
Bees, and Beavers.
Economic Values of Animals.
Water Dissolves Some Substances.
The Air About us Has Force.
We Live at the Bottom of an Ocean of
Air—the Sky.
Cause of Winds.
How Soil is Made From Rock.

Plant Growth Depends Upon the Kind of
Soil.
Gardening.
The Early History of the Earth at New
York City.
Molds.
Wiring an Electric Bell.
The Sun is the Source of Light and Energy.
The Sun is Larger Than the Earth.
Revolution of the Earth About the Sun.
The Moon.

FIFTH GRADE UNITS

Cause of Fogs and Clouds.
Migration of Animals.
Hibernation of Animals.
Some Animals Change Their Forms and
Appearances.
What Are the Stars?
Cause of the Phases of the Moon.
A Leaf is a Factory—Photosynthesis.
Conservation of Forests.

Insects and Their Value to Man.
Insects as Competitors of Man.
Elements and Conditions Necessary to Life.
The Last Ice Age.
The Balance of Nature.
How Some Animals Are Protected by the
Way They Are Colored.
How Plants Grow.

SIXTH GRADE UNITS

Vital Activities of Plants.
Physical Properties of Air and Ventilation.
Water and Its Importance to Life.
Weather Bureau—Change of Seasons.
Fire and Burning.
The Earth a Terrestrial Magnet.
Production and Transmission of Sound.
Electromagnets.
Electricity Can be Used to Produce Heat.

The Balance of Nature.
Telephone.
Extermination of Pests.
The Story of the Earth.
Extermination of Species.
Planets.
Man's Methods of Adaptation Compared
With That of Plants and Other Animals.

*Tentative Course of Study in Elementary Science, G. S. Craig, Teachers College.

The curriculum material has not been arranged with a grade sequence, but it is assumed the teacher will have a grade consciousness, and will, therefore, think of science with reference to the needs of children in her particular grade. The coöperative plan of attacking this problem which has been mentioned elsewhere will help to bring this condition about. Definite objectives should be set up for each grade and definite standards of achievement should be expected. This does not mean necessarily that the objectives for each grade would be entirely different, rather it is assumed they would not be, but it does mean that what the objectives are for each grade would be known and understood. In a number of courses of study the same general aims are set up for all primary grades (1-3) and a separate general set for all intermediate and grammar grades (4-7). This may be illustrated from the St. Louis course of study in science, which follows:

Objectives for Primary Grades

- To become acquainted with the environment in which one lives through direct observation of man, plant life, animal life, and physical phenomena.
- To attain the habit of accurate observation through the use of one's own senses.
- To attain an appreciation of the beauty and interesting facts of nature.
- To attain habits of thinking in an effort to explain the "how" and "why" of organic and inorganic phenomena.
- To attain the habit of being guided by reason, thus discarding superstitious and biased opinions.
- To become familiar with the law of cause and effect.
- To acquire reverence for, companionship with, and love of nature.
- To attain desirable attitudes and habits of humane treatment of animals.
- To attain wholesome recreational habits through contact with nature.
- To acquire first-hand and meaningful experience with objects and materials in order to interpret references to nature in music, art, and literature.

Objectives for Elementary Grades

- To acquire a love for and a joy in nature through observation and discovery.
- To acquire a habit of accurate observation and investigation of natural phenomena.
- To acquire a realization of the inter-relation of man, plants, animals, and inorganic phenomena.
- To develop an appreciation of nature.
- To acquire the desire and the ability to use one's knowledge of nature for the improvement of oneself and his environment.
- To acquire the desire to protect and to preserve wild plant and animal life.
- To acquire wholesome recreational habits through contact with nature.

While there would be much duplication of general objectives in certain grades, as illustrated by the St. Louis course of study, yet there would be definite standards of attainment in knowledge gained, skill acquired, et cetera. The teacher, then, should set up definite standards of attainment for each grade.

Suggested Outline of Science Topics

For reasons which have been stated, the science material will deal with those topics which may be catalogued under the headings of astronomy, biology, geology, physics and chemistry. The material sug-

gested in the Fourth Yearbook of the Department of Superintendence, while broken up into a number of separate topics, in reality belongs to these four categories. In that yearbook, topics are given by grades for the kindergarten and first six grades. The material suggested here follows the classification of units which are recommended in that publication. Instead of outlining the material by grades, an abbreviated digest is made and the material grouped under Primary Grades (1-3), and Intermediate and Grammar Grades (4-7).

CLASSIFICATION OF TOPICS	PRIMARY GRADES (1-3)	INTERMEDIATE AND GRAMMAR GRADES (4-7)
Batrachians	Frog and Toad—recognition, activities, etc.	Frog and Toad—review of previous work, etc. Economic value, salamander.
Birds	Pigeon, domestic fowls, robin,—recognition, activities, nest building, migration, etc.	Ground and water birds—woodpeckers, swallows, kingfishers, etc. Winter birds—six common to locality. Returning birds, etc.
Fish	Goldfish—recognition, activities, etc. A common fish of local waters.	A breeding aquarium fish (as stickleback). Fish common to local waters. Salmon.
Insects	Caterpillar and bee—recognition, etc. Moths and butterflies—recognition, activities, etc. Fall insects, three common to locality.	Caterpillars and butterflies continued. Cicada, locust, leafgalls, water insects (as mayfly, dragon fly, etc.), leaf miners, aphids, ants, water insects, insect friends of the garden, enemies of the garden, disease carriers, insect enemies of man, of trees, etc.
Other Invertebrates	Water snail, spiders and spider web. Land snail, slug, thousand legs.	Thousand-legs—review and expansion, cray fish, fresh water mussel, earthworm, spiders, lobster, oyster, etc.
Mammals	Squirrel—recognition, etc. A pet (rabbit). Three or four farm animals, animals of zoo or circus; cat and its wild relatives; chipmunk.	Dog, different kinds, etc. Wild relatives of dog. Wild relatives of farm animals studied. Animals that hibernate—bear and ground hog. Muskrat and beaver, the bat, rats and mice, burrowing animals, fur bearers, game animals, game preserves, etc.
Reptiles	Turtle (land or water.) Lizard.	Review and enlarge on land and water turtle. Alligator, giant land turtle, snakes, etc.
Wild Plants	Fall and Spring wild flowers common to locality. Coloring of flowers. Conservation of one Christmas green.	Continuation of Fall and Spring wild flowers. Ferns, mushrooms, bracket fungus, moss, lichens. Study of composite and simple flowers. Seeds and seed dispersal.
Cultivated Plants	Fall and Spring Garden flowers. A few flowers common to the locality. Observation of insects on flowers.	Recognition of whole plant. Flowering shrubs, fruit blossoms, simple and composite flowers. Pollination, seed dispersal. Names of a number of flowers.
Plants in General	Seed germination. Recognition of common vegetables. Plants whose fruits are eaten; whose roots are eaten. Plant forms. Vines, shrubs, grasses, water plants, etc.	Seed travelers continued. Weeds of garden and lawn. Types of fruits, berry like, stone, core, citrus, melons. duration of plants, annuals, etc. Water plants, poisonous plants. Weed enemies of the garden. Plant adaptations, etc.
Trees	Autumn leaves, Christmas tree. Fall and Winter appearance of "Class tree." Nut tree. Opening of buds. Identification of few trees common to locality.	Trees common to community. Changes in trees, Fall, Winter, and Spring. Shade trees and forest trees. Tree transplanting. Forest protection and conservation. Life cycle of trees. Tree propagation. Relation of forests to human life. Special uses of wood of various trees.

CLASSIFICATION OF TOPICS	PRIMARY GRADES (1-3)	INTERMEDIATE AND GRAMMAR GRADES (4-7)
Gardening	How to plant a bulb. Germination of seeds. Home garden. School garden. What plants need to grow. Plants that grow from bulbs. Plants that grow from seeds.	Home and school garden. Growing vegetables, flowers, etc. Harvesting. Care of garden through Winter and preparation for next year's work.
Rocks and Soil		Common building stone, recognition and uses. How rocks were made. Soils—kinds, and how made. Soils in relation to gardening.
Sky and Weather	Signs of Autumn; of Spring. March winds, April showers. Weather calendar. Snow, frost, clouds.	Frost, dew, rain, temperature. Thermometer, winds. Characteristics of seasons. Causes of weather variations. The weather map.
Star Study	Moon, sun, the dippers, milky way. North star.	Orion and dog stars, more careful study of milky way. Importance of the sun. What stars are. Life story of star. Comets and meteors. First magnitude stars. Polar constellations. Planet—theories of formation, etc. Eclipses of sun and moon.
Toys, Inventions, etc.	Paper pin wheel. Swing, hammock, pendulum, seesaw, scales, rubber balls, bow and arrow, bat and ball, tennis racquet, leather sucker, siphon, inverted glass, etc. Mother's canning in preparation for Winter.	Magnets and iron fillings. Comb rubbed with silk and bits of paper. Whistle tops, giant stride, water wheel, kites, balloons, local water supply, milk supply, electric bell, telephone, telegraph, radio.

Utilize Nature Material of Local Environment

Fullest use should be made of the nature material found in the local environment. If the migration of birds is being studied, the principle should be illustrated through study of birds that are common to the local community or to North Carolina. The pollination of flowers or the conservation of forests would be studied alike through the use of nature material indigenous or common to this state. No subject affords a better opportunity to know North Carolina than comes through a proper study of elementary science. That the maximum may be accomplished toward that end a brief list is given of certain nature material that is either peculiar to or common to the state. Every elementary school child by the time he finishes the seventh grade should be able to know the phenomena mentioned.

RESTRICTED LIST OF NORTH CAROLINA PLANTS

MOUNTAIN AND PIEDMONT REGIONS

Trees

*Balsam—Fir
 *Spruce
 *White pine
 Hemlock
 *Chestnut
 Black oak
 White oak
 Northern red oak
 Beech
 *Sugar maple
 Service-berry
 *Yellow birch
 White hickory
 Black walnut
 Tulip poplar
 Black locust
 *Cucumber tree
 American elm

Shrubs

Alder
 *Flame azalea
 Spice bush
 N. J. tea
 Virgin's bower
 Hazel nut
 Wahoo
 Winter green
 Witch hazel
 *Wild hydrangia
 Laurel
 *Dog hobble
 Sour wood
 Rhododendron
 Sassafras
 Elder berry
 Sumac
 Dogwood
 Blueberry

Herbs

Wake robin
 Hepatica
 Spring beauty
 Golden rods
 Asters
 Bluets
 False fox glove
 Buttercup, Skull cap, Meadow-rue
 Horse mint
 Wild phlox
 Milk weed
 Cow slip
 Indian pipe
 Jack-in-the-pulpit
 Violets
 Wood sorrel
 Wild strawberry
 Foam flower
 Stone crop
 Christmas fern
 False Solomon's seal
 True Solomon's seal

COASTAL PLAIN

Trees

Swamp maple
 Swamp gum
 Chinquapin
 Dogwood
 Persimmon
 Swamp ash
 Beech
 Holly
 Tulip poplar
 Sweet bay
 Mulberry
 Princess tree
 Long leaf pine
 Loblolly pine
 Pocosin pine
 Sycamore
 White oak
 Spanish oak
 Black Jack oak
 Turkey oak
 Willow oak
 Water oak
 Black willow
 Red cedar
 Winged elm

Shrubs

Choke berry
 Swamp azalea
 French mulberry
 N. J. tea
 Pepper bush
 High bush blueberry
 Gallberry
 Myrtle
 Loblolly bay
 Honey cup
 Leucothoe
 Fetter bush
 Huckleberry
 Farkleberry

Herbs

Bog dandelion
 Fly poison
 Trumpets
 Pitcher plant
 Venus fly trap
 Sundew
 Queen's delight
 Red hot poker
 Boneset
 Pyxie
 False indigo
 Atamasco lily
 Dwarf iris
 Yellow fringed orchid
 Blazing star
 Star grass
 White bracted sedge
 Hat pins
 Blue-eyed grass
 Snowy orchid
 White violet
 Blue gentian
 Meadow beauty

RESTRICTED LIST OF REPTILES AND AMPHIBIANS COMMON
TO NORTH CAROLINA*Snakes*

Green snake
 Black snake
 Garter snake
 King snake
 Ground snake
 Brown snake
 Common water snake
 Red King snake

Turtles

Box turtle, box tortoise
 Mud turtle
 Snapping turtle
 Painted turtle

Lizards

Fence lizard
 Red-headed scorpion
 Green lizard or chameleon
 Sand lizard

Frogs, etc.

Cricket frog
 Tree frog
 Leopard frog
 Bull frog
 Common toad
 Toad
 Water dog, mud puppy
 Spring lizard
 Spring frog
 Newt
 Slimy salamander
 Dusky or common desmognoth

*Not common in Piedmont.

RESTRICTED LIST OF BUTTERFLIES, MOTHS, AND INSECTS COMMON TO NORTH CAROLINA

Butterflies

(Swallowtails)	(Yellows)	(Much Orange or Brown Color)
Ajax swallowtail	Common sulphur	Monarch
Tiger swallowtail	Eurytheme	Viceroxy
Common eastern black swallowtail	Small sulphur	Silver-spots
Spice-bush swallowtail	Large sulphur	Southern silver-spot
Pipe-vine swallowtail	(Whites)	Pearl crescent
Orange-dog	Cabbage butterfly	Comma butterfly
	Orange-tip	Hunter's butterfly
		Red admiral
(Blues)		Buckeye, peacock butterfly
Common blue		Harvester
Eastern tailed blue		
		(Miscellaneous Color)
		Mourning cloak
		Red-spotted purple

Moths

American silkworm	Promethea	Hawkmoths
Cecropia moth	Regal walnut moth	Sphinxes
Luma moth	Yellow emperor	Underwings

Insects and Moths

	Where to Find Them		Where to Find Them
Codling moth	Apples	Squash bug	Squash
Mexican bean beetle	Beans	Tobacco fly	Tobacco
San Jose scale	Apple, peach trees	Lady beetle	Leaves
Round-headed borer	Apple trees	June bugs	Foliage
Cabbage worm	Cabbage	Crickets (field)	In grass
Plant lice	Apple, rose	Praying mantis	Twigs
Potato beetle	Irish potato	Walking sticks	Foliage
Curculio	Peach trees	Dragon flies	Near moist areas
Tree borer	Peach trees	House ant	
House fly	Houses	Argentine ant	
Boll weevil	Cotton	Honey bees	
Grasshoppers	Grasses	Hornet	
Lincoln or terripan bug	Squash	Wasp	

TWENTY-FIVE COMMON NORTH CAROLINA BIRDS

Bluebird	Red-headed woodpecker	Catbird
Wood thrush	Turkey buzzard	Cardinal
Tufted titmouse	Oriole	Goldfinch
Brown thrasher	Crow	Starling
Mocking bird	Wood pewee	Flicker
Chipping sparrow	Robin	Downy woodpecker
Meadow lark	Chicadee	Dove
Blue jay	Carolina wren	Quail
		Towhee

Extension Circular No. 170, of North Carolina Agricultural Extension Service, State College Station, Raleigh, is a bulletin entitled "Common Birds of North Carolina." This publication contains the names and descriptions of one hundred common birds, and includes the twenty-five whose names have been given.

FISH, MOLLUSCS, CRUSTACEA, ETC., COMMON TO NORTH CAROLINA

<i>Fish</i>	Rock	<i>Crustacea</i>
Shad	Drum	Cray-fish
Trout	Flounders	Lobster
Blue fish	Perch	Crab
Top minnow	Jack	Shrimp
Mackerel		Sow-bug
Bass	<i>Molluscs</i>	
Butters	Clam	<i>Myriapods</i>
Croakers	Oyster	Millipeds
Herring	Mussel	Centipedes
Mullets	Snail	
	Slug	
	Scallop	

MAMMALS COMMON TO NORTH CAROLINA

Rabbit
Squirrel
Deer

Raccoon
Chipmunk
Opossum

Mink
Skunk
Muskrat

ROCKS AND MINERALS FOUND IN NORTH CAROLINA

Minerals

Quartz
Feldspar
Muscovite mica
Biotite mica
Hornblende
Augite
Garnet
Cyanite

Magnetite
Hemotite
Limonite
Pyrite
Kaolin
Talc
Calcite

Rocks

Granite
Diorite
Gabbro
Conglomerate
Sandstone
Shale
Clay

Limestone
Gneiss
Schist
Slate
Marble
Quartzite
Soapstone

The Department of Conservation and Development, State of North Carolina, Raleigh, will identify and name any unknown rock or mineral which may be submitted to it. This service is given without cost, except the postal charges involved. Write this department for literature and other services.

SCIENCE EQUIPMENT

Teachers should cooperate in use of the science equipment. Under ideal conditions there would be a science room in which all science and related work would be taught. Where a special science room cannot be provided, there should be in each classroom, space available for nature material and science equipment. To stimulate interest this might be called the "Nature or Science Corner." The equipment and material here would grow as the work progressed and the experiences of the children broadened.

In schools in which both high school and elementary departments are found, the high school teacher of science should cooperate with the teachers of elementary science. In so far as practicable laboratory equipment in the high school should be available to science teachers in the elementary school. With no thought of standardization, it may be assumed there should be a minimum physical equipment for effective science instruction. In "The Teaching of Nature Study and Elementary Science," New Jersey Department of Education, this list of simple equipment is suggested:

1. An aquarium.
2. Shallow trays of growing seeds and plants.
3. Window boxes to supplement the second item.
4. Glass tumblers, for various purposes.
5. A rubber hose, for use with the aquarium.
6. Wooden boxes or glass jars, for the study of worms.
7. Shallow metal pans, for holding water.
8. An insect cage—this may be made of a lantern globe and wire screening or cheese-cloth screening.
9. A collection of bottles with large mouths.
10. A ten-quart galvanized pail.
11. Nets for obtaining frogs' eggs.
12. A flashlight.
13. Dry cells and wire.
14. A magnetic compass.
15. A magnet.
16. A table with waterproof top, about 28x50 inches.
17. A globe, for study source of light, day and night, etc.
18. A wall cabinet with glass doors, for keeping collections.
19. A storage cupboard, for materials not in use.
20. A thermometer.
21. A barometer.
22. Small electric stove or hotplate.
23. A wetplate battery (upper grades).
24. It is desirable for children to have individual work lockers, especially in primary rooms, for their work, built preferably under the windows, with doors. These are useful for other purposes than that of the science work.

REFERENCE MATERIAL

The fact that there are no state adopted texts for the subject of Elementary Science emphasizes the importance of library and other reference material. A rather detailed list of books and magazines is, therefore, given. Every effort should be made to secure an adequate number of these or other suitable publications. Science instruction cannot be made effective unless the teacher is familiar with the field of science, and the children have some opportunities to become acquainted with the subject, both through the printed page and a study of the phenomena themselves.

A. Helpful Science Magazines

TITLE	PUBLISHER
Bird Lore.....	Audubon Society, Harrisburg, Pa.
National Geographic Magazine.....	National Geographic Society, Washington, D. C.
Nature Magazine.....	1214 16th St., N. W. Washington, D. C.
Current Science.....	American Educational Press, Inc., 1123 Broadway, New York City
Popular Mechanics.....	Popular Mechanics Press, 200 E. Ontario Street, Chicago, Ill.
Popular Science.....	Modern Publishing Co., 250 4th Ave., New York City.
Science News Letter.....	Science Service, Inc., 21st and B Streets, N. W., Washington D. C.
The Science Classroom.....	Popular Science Publishing Co., Inc., 250 4th Ave., New York City.
Travel Magazine.....	Robert M. McBride, 7 W. 16th St., New York City.

B. Nature and Science Reference Books for Teachers and Older Pupils

AUTHOR	TITLE	PUBLISHER	DATE
ANIMALS:			
	Animals of North America.....	National Geographic Society.....	
Stone and Cram.....	Animals of North America.....	Doubleday.....	1905
BIRDS:			
Baxter.....	Bird Houses.....	Bruce.....	1920
Chapman.....	Handbook of Birds of Eastern North America.....	Appleton.....	1900
Dearborn.....	Bird Houses and How to Build Them.....	U. S. Dept. of Agriculture.....	1923
Doubleday.....	Birds of Town and Country.....	Doubleday.....	1899
Grant.....	Our Common Birds, How to Know Them.....	Scribner's.....	1898
Pearson.....	Stories of Bird Life.....	World.....	1924
Reed.....	Bird Guide.....	Doubleday.....	1923
Seipert.....	Bird Houses Boys Can Build.....	Manual Arts.....	1916
Snyder.....	Common Birds of North Carolina.....	Extension Div. State Col., Raleigh.....	1927
FISHES:			
Smith.....	Fishes of North Carolina.....	State Dept., Conservation and Development, Raleigh, N. C.....	1907
FLOWERS:			
Dana.....	How to Know Wild Flowers.....	Scribner's.....	1900
Doubleday.....	Wild Flowers, Nature Library, Vol. IX.....	Doubleday.....	1907
Matthews.....	Field Book of American Wild Flowers.....	Putnam.....	1902
Reed.....	Book of Wild Flowers.....	National Geographic Society.....	1924
	Flower Guide.....	Doubleday.....	1925
INSECTS:			
Brues, C. T.....	Insects, Injurious and Beneficial.....	Harvard University.....	1926
Fabre, J. H.....	Book of Insects.....	Dodd.....	1927
Holland, W. J.....	Butterflies—Nature Library, Vol. VI.....	Doubleday.....	1907
	Moths—Nature Library, Vol. VII.....	Doubleday.....	1926
Howard, L. C.....	Insects—Nature Library, Vol. VIII.....	Doubleday.....	1926
Lutz, F. E.....	Field Book of Insects.....	Putnam.....	1918
Root, A. I., and E. R.....	A. B. C. and X. Y. Z. of Bee Culture.....	Root Co.....	1923
Scudder, S. H.....	Brief Guide to Common Butterflies of United States.....	Holt.....	1899
Weed, C. M.....	Butterflies Worth Knowing.....	Doubleday.....	1919
	Insect Ways.....	Appleton.....	1930
MINERALS:			
Watson, T. L. and Laney, F. B.....	Building and Ornamental Stones of North Carolina, (N. C. Geo. Survey)	State Dept. of Conservation and Development, Raleigh, N. C.....	1906
SEA:			
Bridges, T. C.....	Young Folks Book of the Sea.....	Little.....	1928
Dixon, R. and Eddy, B.....	Personality of Water Animals.....	Holt.....	1928
Rogers, J.....	Shells—Nature Library, Vol. XV.....	Doubleday.....	1908

AUTHOR	TITLE	PUBLISHER	DATE
STARS:			
Ball, Sir Robert	Starland	Ginn	1922
Collins, A. F.	Book of the Stars	Appleton	1917
McFee, I. M.	Secrets of the Stars	Crowell	1922
Proctor, M.	The Young Folks Book of the Heavens	Little	1929
TREES:			
Apgar, A. C.	Trees of the Northern United States	American	1920
Bruncker, E.	North American Forests and Forestry	Putnam	1900
Coker, W. C. and Totten, M. A.	Trees of North Carolina	University of North Carolina Press	1916
Harris, G.	Elements of Conservation	Johnson	1924
Holmes, J. S.	Forest Conditions in Western North Carolina	State Department of Conservation and Development, Raleigh, N. C.	1911
Keelor, H. L.	Our Native Trees and How to Know Them	Scribner	1900
Newhall, C. S.	Shrubs of Northeastern N. America	Putnam	1899
North Carolina Geological Survey	Forest Fires and Their Protection, Bulletin 51	State Department of Conservation and Development, Raleigh	1921
Pack, C. L.	Our Vanishing Forests	Macmillan	1923
	The School Book of Forestry	American Tree Association	1922
Rogers, J. E.	Tree Guide	Doubleday	1924
	Trees Every Child Should Know	Grossett	1909
	Trees—Nature Library, Vol. I.	Doubleday	1907
GENERAL:			
Caldwell, O. W.	Introduction to Science	Ginn	1929
Caldwell, O. W. and Meier, W. H. D.	Open Door to Science	Ginn	1926
Champlin, J. D.	Young Folk's Cyclopedia of Common Things	Holt	1920
Downing, E. R.	Our Living World	Longmans	1924
	Our Physical World	Longmans	1924
Farquhar, and others (Editors)	The New Human Interest Library, Vol. II.	Midland Press	1928
Green, G. R.	A Survey of Nature, Book I.	Comstock	1926
	A Survey of Nature, Book II.	Comstock	1926
Hillegas, M. and others (Editors)	The Classroom Teacher (Vols. 5, 8 and 9)	The Classroom Teacher	1928
McFee, I. N.	The Wonderful Story of Science	Crowell	1929
Patterson, A. J.	The Study of Nature (Teacher's Manual)	Public School Pub.	1923
ENCYCLOPEDIA:			
O'Shea and others (Editors)	The World Book (12 Vols.)	Quarrie	1929

C. Books Especially Suitable for Children

PRIMARY GRADES

AUTHOR	TITLE	PUBLISHER	DATE	GRADES
Albright, N. B. and Hall, J.	Nature Stories for Children: Book I. Book II.	Mentzer	1927	1-2
Gordon, E. L. and Hall, J.	An Autumn Book A Spring Book		1926	1-2
Bailey, C. S.	Forest, Field, and Stream Stories	Flanagan	1928	2-3
	Garden, Orchard, and Meadow Stories	Flanagan	1929	2-3
Brown, E. C.	Green Gate to the Sea	Silver	1924	3-5
Burgess, T. W.	Burgess Bird Book for Children	Little	1919	2-6
	Burgess Animal Book for Children		1920	2-6
	Burgess Flower Book for Children		1923	2-6
Dopp, K. E.	Early Cave Men	Rand	1904	2-3
	Tree Dwellers		1904	2-3
	Mother Nature Series			
Dunn, F. and Troxell, E.	Baby Animals By the Roadside	Row	1928	1-2
	In Field and Forest		1928	2-3
Johns, L. M. and Averill, M.	Moths and Butterflies	Owen	1929	2-3
King, J.	Birds in Rhyme	Nelson	1926	1-4
Lewis, M. R.	At the Zoo	Nelson	1927	2-3
Meyer, Z.	The Outdoor Book	Little	1917	2-3
	In the Green Wood		1921	2-4
	Field and Tree		1923	2-3
	In Green Fields		1919	2-4
	Under the Maple Tree		1927	2-3

AUTHOR	TITLE	PUBLISHER	DATE	GRADES
Nida, W. L. and S. H.	Science Readers:	Heath	{	1928 2-3
	Trailing Our Animal Friends.....			
	Baby Animal Zoo.....			
Nida, W. L.	Story of Man Series:	Laidlaw	{	1929 1-3
	The Tree Boys.....			
	Fleetfoot, the Cave Boy.....			
	Taming the Animals.....			
Persing, E. C. and Peeples, E. K.	Elementary Science by Grades:	Appleton	{	1930 2-3
	Book I.....			
	Book II.....			
Read, H. S.	Grandfather's Farm.....	Scribners	{	1928 1-3
	An Engine's Story.....			
	An Airplane Ride.....			
	Story About Boats.....			
Shillig, E. E.	Four Wonders: Cotton, Wool, Linen, Silk.....	Rand	1913	2-4
Zirbes, L. and Kelihier, A.	Book of Pets.....	Keystone	1928	1-2
and Wesley, M.	Story of Milk.....	Keystone	1928	2-3

GRAMMAR GRADES

AUTHOR	TITLE	PUBLISHER	DATE	GRADES
Allen, N. B.	Cotton and other Useful Fibers.....	Ginn	1929	4-6
	Our Cereal Grains.....	Ginn	1928	4-6
Bachman, F. P.	Great Inventors and their Inventions	American	1918	4-6
Bassett, S. W.	Steam and the Steam Engine.....	Little	1921	4-5
Bragg, W. H.	World of Sound.....	Dutton	1928	6-7
Carpenter, F. G.	New Industrial Readers (3 Books)	American	1929	5-7
Carpenter, F. G. and Carpenter, H. A. and Wood, G. C.	Journey Club Travels (3 Books).....	American	1925-26	3-5
Chant, C. A.	Our Environment.....	Allyn	1928	6-8
	Our Wonderful Universe.....	World	1905	6-8
Chamberlain, J. F.	Home and World Series.....	Macmillan	1923-24	4-5
Collins, A. F.	Radio Amateur's Handbook.....	Crowell	1930	6-8
Craig, J. B.	Nature Study for Boys and Girls.....	McIndoo	1920	3-7
	Books for Grades 3-6.....			
Crump, I.	Boy's Book of Airmen.....	Dodd	1927	7-12
Daglish, E. F.	Reptiles.....	Morrow	1929	4-7
	Fishes and Sea Animals.....	Morrow	1929	5-7
Darrow, F. S.	Thinkers and Doers.....	Silver	1925	5-7
Dorland, G. W.	In the Open Air.....	McIndoo	1924	4-6
DuPuy, W. A.	Odd Jobs for Uncle Sam.....	Heath	1927	5-7
Eaton, J.	City and Country Series (4 Books)	Harper	1927-28	4-7
Fabre, J. H. C.	Insect Adventures.....	World	1918	5-7
Fox, F. C.	How the World Rides.....	Scribners	1929	3-6
Gehrs, J.	Nature Study, Book II.....	American	1930	5-7
Hawthornth, H.	Year in the Wonderland of Birds.....	Scribners	1926	6-8
Hawthornth, H.	Clever Little People with Six Legs.....	Scribners	1924	6-8
	Strange Adventures of a Pebble.....	Scribners	1921	5-7
Isaman, J. W.	Book of Airplanes.....	Oxford	1930	5-7
Jenkins, O. P.	Interesting Neighbors.....	Blakiston	1922	3-5
LePage, W. L.	A B. C. of Flight.....	Wiley	1928	7-11
Maeterlinck, M.	The Children's Life of the Bee.....	Dodd	1927	4-7
Martin, J. L. and Hay, J.	The Wayside Inn for Birds.....	Heath	1929	6-7
Mellen, I.	Young Folks Book of Fishes.....	Dodd	1927	5-7
Mooney, J. E.	Air Travel.....	Scribners	1930	5-9
Moseley, E. L.	Trees, Stars, and Birds.....	World	1919	5-7
Nida, W. L. and S. H.	Science Readers:	Heath	{	1926 4-5
	Animal Life.....			
	Makers of Progress.....			
	Early Men of Science.....			
Parker, B. M.	Book of Electricity.....	Houghton	1928	5-7
and Cowles, H. C.	Book of Plants.....	Houghton	1925	4-7
Patch, E. M.	Hexopod Stories.....	Little	1928	4-7
	Bird Stories.....	Little	1921	4-7
	First Lessons in Nature Study.....	Macmillan	1928	3-6
Payne, E. G. and others	Elementary Science Readers: Bks. 1-4	Sanborn	1928	4-8
Persing, E. C. and Peeples E. K.	Elementary Science by Grades:	Appleton	{	1929-30 4-5
	Book III.....			
	Book IV.....			
	Book V.....			
	Book VI.....			

AUTHOR	TITLE	PUBLISHER	DATE	GRADES
Phillips, M. G.	Honey Bee and Fairy Dust	Heath	1926	4-7
	Spider Webs and Sun-Flowers	Heath	1928	3-5
Rochelean, W. F.	Great American Industries (4 Books)	Flanagan	1927	4-6
Rush, C. E., and Winslow, A.	The Science of Things About Us	Little	1930	5-7
Slusser, E. F.	Stories of Luther Burbank	Scribners	1920	4-7
Speed, J.	Billy and Jane, Explorers. (2 Vols.)	Heath	1922-24	3-6
Thomas, R.	Living Things Around Us	Lippincott	1928	6-8
Thompson, J. M.	Water Wonders Every Child Should Know	Doubleday	1907	6-7
Trafton, G. H.	Nature Study and Science	Macmillan	1929	5-7
Washburne, C. W.	Common Science	World	1926	5-7

CITIZENSHIP

MEANING OF CITIZENSHIP

In this course of study the word citizenship is interpreted as a term covering whatever relationship the individual bears to the group of which he is a part or to any phase of his life which affects both his own welfare and that of the group to which he belongs. The institutions developed by society for affecting proper social adjustments are the home, the school, the church, the government, and the occupation. It is first in the home and then through some form of these other expressions of group life that the individual must make his social adjustments; therefore, the content of such a course must necessarily deal with everyday life experiences growing out of group life. The first training in citizenship occurs in the home. The child comes to school his first day with a definite set of habits, attitudes, and understandings related to home-life. He immediately begins to acquire others about school-life which in turn modify those connected with the home. The quality of adjustment reflected in standards of behavior is the quality of citizenship attained.

There have been many attempts made to define the good citizen. For our purposes, this simple one should suffice. *A good citizen in the school-room, on the playground, on the street, at his home, or that of someone else, or in strange surroundings freed from safeguards in the form of friends and social standards, is the one who sees what should be done to bring the greatest good to the most people, who can do it, who wishes to do it, who will do it, and who having done it will judge the results as impartially and constructively as possible.* The problem of citizenship training, therefore, simplifies itself into these steps: inspiration, information, and participation. (Hatch. In *Training for Citizenship*. Scribner's.) Generally speaking, the educator's prime concern is making such effective use of the total environment as will insure desirable dynamic emotionalized behavior patterns which are satisfying to the individual. Whatever integration the whole personality reaches through these experiences is the quality of character, the foundation of good citizenship, attained.

GENERAL OBJECTIVES

Recognition of the laws governing full and desirable growth and of the conduct needs* in civic affairs suggests that the Elementary School strive to realize the following objectives on the habit, understanding,

*Researches† reveal the following causes of inefficient social adjustments:

Failure to understand the economic and social value of health.

Failure to understand how to select one's life work.

Failure to know essential elements of success in one's life work.

Failure to handle one's income effectively.

Failure to grasp the meaning of citizenship in terms of actual specific conduct elements, skills, habits, understandings, and appreciations.

Failure to have cultural resources—such as music, painting, physical recreational activities, etc., upon which to draw for leisure entertainment.

Failure to have "good manners" as a part of the personal equipment.

Failure in ability to reorganize real and superficial values characteristic of variety of interests, activities, attitudes, etc., afforded by life of today.

†Bobbitt. *Curriculum Investigations*. University of Chicago.

†Mahan. *An Analysis of Characteristics of Citizenship*. Teachers College

†Germane and Germane. *Character Education*. University of Chicago.

and appreciation level corresponding to the child's or group's capacity and interests:

To focus attention of pupils, teachers, and parents on their own civic and character problems and purposes as reflected in the home, school, and community.

To develop a sensitive personal feeling on the part of each which will result in the creation of a successful positive program for living together happily and effectively to the end that stable character results.

To show the interrelation and interdependence of individuals of many groups, so as to help the child make satisfactory adjustments to mass units and situations having widely differing purposes and requiring varying needs.

To supply such necessary contacts with the community life as expressed in the school, home, neighborhood, nation, and world as permit the child to know that any government should

Be a means of protection from forces that handicap or destroy.

Be a means of coöperation to secure a worthy end.

Result from group agreement directly or indirectly or from an acceptable authority.

Afford opportunities for the participation of all.

Offer greater opportunity for advancement than one would otherwise enjoy.

Be subject to any needed changes.

To help supply contacts with other such social factors as the church, civic clubs, etc., in school and outside of school which make for present and later social efficiency.

To help supply such experiences and information about the work of the world as will acquaint the pupil with vocational opportunities and standards of efficiency to the end that he can and will enter upon some profitable life career.

To acquaint the child with the worthy race achievements—fundamental learnings and emotionalized ideals—and lead him to an appreciation which demands that he treasure them so long as they shall fill racial needs but willingly discards outworn customs, ideas, and institutions when a real or possible substitute has been or can be worked out.

(This objective should result largely from a study of the Social Sciences—history, geography, science, etc. The outline in 1923 Course of Study is recommended until a revision is worked out.)

SPECIFIC OBJECTIVES TO BE EMPHASIZED IN CITIZENSHIP TRAINING

Grades One to Seven

- A. **Information and Understandings**—These are developed in connection with the grade outlines as separate units or in connection with procedure and content.
- B. **Traits and Trait Actions**—The following limited list of traits has been made to assist teachers in selecting guiding civic purposes for emphasis in the activities of the Elementary School: cleanliness, coöperation, courage, courtesy, generosity, gratitude, health, initiative, kindness, obedience, perseverance, responsibility, reverence, respect for rights of others, and self-control. The treatment is not exhaustive; nor are the items mutually exclusive. No attempt has been made at gradation. The needs should govern conscious emphasis. For example, if the survey reveals that all boys remove hats on entering building, one should not center attention on this item of courteous behavior. The analyses given below are suggestive of some desirable practices

which contribute to happy efficient social adjustments and these practices should be made at the time, in the place, and under the circumstances needed, regardless of the age or grade of pupil. The alert teacher will not hesitate to add others and to lead her class to do so.

SAMPLES OF DESIRABLE TRAIT ACTIONS THAT MAY BE PRACTICED IN THE HOME

CLEANLINESS—See Course of Study in Health Education.

COURAGE—Bravely facing circumstances which cause physical or mental pain:

Standing for what one believes is right when older brothers and sisters dominate.

Enduring physical illness with patience and consideration of others. Going to sleep in the dark away from parent or nurse.

Refraining from meddling with others' things or affairs (e.g., sister's dolls, brother's skates, father's spectacles).

Leading other children to respect his home property and rights of its members (e.g., playing out-of-doors in good weather to avoid likely disturbing noises, refraining from playing victrola or radio until invited, etc.).

Acknowledging mistakes in the home.

CO-OPERATION—Doing what one can and should to promote the group purposes in family, school, or community:

Being on time at every meal.

Responding promptly to request of older persons—father, mother, nurse or others.

Refraining from burning lights unnecessarily.

Refraining from running water unnecessarily.

Performing cheerfully and promptly those house duties which he is capable of executing (setting table, running errands, caring for younger children, getting fuel, sprinkling lawn, cutting grass, getting a meal, or any other activity suited to the child's capabilities).

Accepting pleasantly reasons mother and father offer for denials to their requests.

Keeping quiet during the rest periods for father, mother, baby, or self.

Putting personal belongings in their places to save mother, maid, or sister from extra labor and waste of time.

Caring for furniture and floors (e.g., playing in suitable places, not on sofa, beds, etc.).

Waiting cheerfully one's turn (e.g., to be served at the table, to talk, for a bath, to go to the show, to make a visit, etc.).

COURTESY—Outward acknowledgment of the feeling of good-will for group and group purposes:

Listening without interrupting.

Speaking in a pleasant, well modulated voice.

Closing doors quietly.

Rising upon the arrival of guests.

Offering chair to mother and father or older people.

Giving others preferences (e.g., giving largest piece of cake, and prettiest flowers to others).

Using "please" to preface a request and "Thank you" to acknowledge a favor.

Greeting father, mother, brothers, and sister cheerfully in the morning. Welcoming visitors into the home (e.g., receiving at door pleasantly, seating guests, and calling parents).

Expressing pleasure for a good meal, a new dress, or like favor.

Offering to care for younger children while mother attends a club, calls, or takes a nap.

Greeting mother on return from school and putting one's things away carefully.

Lending one's toys and other belongings in an agreeable way.

Refraining from borrowing each other's things without permission.

Entertaining younger children with story or older person with account of day's happening.

Avoiding quarreling and fault-finding with members of the family.

GENEROSITY—Expressing sympathy for individual and group purposes through contributions:

Making presents to mother and father voluntarily, particularly on Mother's Day, Thanksgiving, and Christmas.

Giving time patiently to younger brothers and sisters.

Giving and lending to others—books, tools, etc.

Yielding pleasantly to authority making for the right.

Giving due credit to others for victory in game, debate, or any other piece of work deserving praise.

GRATITUDE—Feeling thankful for the good one receives from the group and members of the group:

Appreciating clothes, food, shelter, amusements as a gift from mother and father directly.

Acknowledging attentions and small courtesies.

Enjoying visits of neighbor's children and developing into real hosts or hostess.

HEALTH—See Course in Health Education.

INITIATIVE—Thinking of, proposing, and working out plans to effect worthy individual or group purposes:

Helping mother water the garden without being told.

Making sister a carriage for her doll.

Planning any pleasant surprise for members of family.

Recognizing any need and trying to meet them (e. g., bringing father's slippers in the evening, getting the morning paper, bringing in the milk, etc.).

Being resourceful in solving own problems (e.g., mending broken toys, earning spending money, doing one's school tasks).

Seeing the possibility in materials and objects for play.

Asking for needed help when solution of problem is really beyond his ability.

Knowing in what ways or affairs to follow leadership of mother, father, brother, or sister and in what he is free to carry out (e.g., should not spend mother's money without her approval for other things than those she suggested when she sends him to the grocery store).

KINDNESS—Remembering in act and thought the rights, feelings, and weaknesses of both members and contributors to group life:

Treating courteously the old and helpless.

Treating courteously the cook, the maid, the butcher, grocer, milkman, garbage collector, ice man, policeman, postman, etc.

Attending to food and cleanliness needs of all animals which are a part of the home.

Protecting all animals from abuse.

(NOTE: See Courtesy and Cooperation.)

OBEDIENCE—Recognizing by appropriate action the will of the group or proper authority until ability to make right choice is reached:

Accepting mother's decision that another day would be better for a picnic, the show on another day is better, a certain book is preferable, etc.

Performing health practices as outlined by mother and teacher.

Playing in certain places as directed by father.

Securing parent's approval of a proposed course of action involving others (e.g., visiting the neighbors, bringing home company, spending one's savings).

PERSEVERANCE—Holding to individual and group purposes until achievement is made or seasoned advice or reason shows such a course of action inadvisable:

Sticking to a thing until finished (e.g., child undertaking to keep the baby for mother should do it at a regular time and always as carefully as possible; practicing the piano without being coaxed, paid, or reminded, drinking milk *after* eating a good meal, etc.).

RESPONSIBILITY—Being dependable in the execution of duties assigned or assumed in behalf of the purposes of the group or for one's self as evidenced in proper use of materials, time, and money:

Keeping promises made to mother, father, brothers, sisters or servants. Carrying on one's own work faithfully without reminders (e.g., milking the cow, tending the garden, sweeping the stairs).

Protecting others from carelessness (e.g., not leaving pins where babies can get them).

Entering an honest protest when younger or older child refuses to observe a rule or rectify a wrong (e.g., playing on the highway, returning "purloined" property).

Making helpful suggestions to guide future behavior of an offender.

Knowing when to report his own or the actions of others to parents or to others who may be in authority.

Reporting happenings accurately.

REVERENCE—Feeling and acting with respect for the verities of life:

Participating appropriately in prayer-life as an individual or as one of a group upon his level of understanding and according to highest standards of community.

Knowing and appreciating the meaning of motherhood and fatherhood.

Respecting one's parents.

Accepting and treating one's body and mind as gifts to be treasured for future parenthood.

Feeling that creation is so much a sacrament as to forbid irreverent attitudes.

Finding beauty in music, painting, sculpture, nature and work of world.

RESPECT FOR RIGHTS OF OTHERS—Yielding and providing opportunities for members of group to realize their purposes:

Suspending judgment and actions until mother, father, or other members of the family have the chance to explain.

Overcoming disappointment when special favors or privileges are not granted.

Playing out-of-hearing of guests when mother has callers.

Protecting flowers and shrubs by playing in right spots, picking only those flowers which should be, etc.

Staying off the lawn of others unless invited.

(NOTE: See also Coöperation, Kindness, and Responsibility.)

SELF-CONTROL—Inhibiting undesirable reactions toward members or activities of group and expressing positive contribution to them:

(NOTE: See Perseverance, Courtesy, Generosity, and Coöperation.)

SAMPLES OF OPPORTUNITIES FOR PRACTICING DESIRABLE
TRAIT ACTIONS IN SCHOOL

CLEANLINESS: See Course of Study in Health.

CO-OPERATION:

Helping the janitor, principal, teacher and other pupils to keep building and grounds clean and to protect school property (e.g., putting trash and waste in baskets or garbage can, flushing the toilets, picking up bits of paper, putting away crayons or other materials not in use).

Distributing materials promptly and in an orderly way.

Helping to maintain quiet in the halls, toilets, and places near the building.

Assisting the home room to carry out at least a few principles of pupil government or control.

Being at school on time and ready for work.

Observing safety rules (see Health Course).

Following directions for the group and for individuals.

Using material at proper time (keeping hands off crayons, scissors, etc.).

Setting up standards for work and play situations.

Bringing flowers and decorating at any time and for special occasions such as programs.

Saving assignments for pupils who have been absent.

Returning equipment to regular place.

COURAGE:

Coming to school alone and returning home alone.

Defending one's rights on the playground by argument and with support of proper official if necessary—not by fighting if so doing means violating school regulations.

Willing to take a little push or knock good-naturedly.

Standing up for one's ideas in classroom discussions by presenting real evidence or logic.

Giving in gracefully when one's ideas are disproved.

Admitting failure or dishonesty in work, play, or speech and making proper amends.

Keeping promises in spite of handicaps.

Playing a losing game well to the finish.

Keeping one's spirits up and putting forth real effort after repeated discouragements in writing, in making a talk, working out a problem, getting a job, etc.

COURTESY:

Waiting turn in class discussions, cafeteria, classroom routine, etc. Saying "I beg your pardon" when passing in front of a person, when failing to hear, when accidentally bumping into someone.

Paying attention to the topic (important enough for group consideration) without digressing until points have been settled satisfactorily.

Practicing classroom manners (e.g., greeting one's teacher and classmates politely, keeping away from teacher's desk if she is having a personal conference with another child).

Developing a pleasing voice in all discussions with pupils and teacher.

Feeling and expressing appreciation for the work of the faculty and school officials.

Helping to care for the younger children of the school.

Greeting and assisting visitors to find seats in auditorium or rooms in the building.

Closing doors quietly.

Observing, bowing and other like courteous, gracious expressions at opening and closing of school day.
Removing hats and wraps.
Allowing girls and elders to pass ahead.
Assisting others with wraps.
Introducing oneself or friends properly.

GENEROSITY:

Giving needed help to classmates in school activities.
Acknowledging the value of good work done by one's class and school-mates.
Sharing the use of tools and materials.
Listening to ideas of others and giving them consideration.

GRATITUDE:

Appreciating one's school environment, library, desks, physical comforts through heat, water, etc.
Appreciating these as gifts from parents and other families of the community.
Appreciating services of principal, teacher, and janitor.

HEALTH: See Course of Study in Health.

INITIATIVE:

Thinking for himself and carrying out his plans in preparing lesson assignments or other projects such as: (1) making travel booklets and bird booklets, (2) contributing to school museum, (3) planning and making picture shows in geography, history, etc., (4) planning and making contributions to doll house furniture or parts of the equipment for sandtable scenes, (5) preparing stories to read to class, (6) leading songs or games, and (7) participating creatively in dramatizations.

KINDNESS:

Being friendly and helpful to the poor children, the lame children, the "slow" children, the people who are ill or frightened, or unhappy in the school surroundings and to all dumb animals.
Being helpful and tactful to those who are unable to progress at the normal rate.

OBEDIENCE:

Obedying without coercion the necessary rules for the group unless granted special privileges (e.g., using certain entrances to building to expedite administration).
Reporting promptly to work or study from play periods.
Being careful to reach school on time.
Observing rules about passing in and out of the building and about the use of equipments and responding to bells or other signals.
Securing approval of teacher, principal, or proper group for a proposed course of action affecting others (e.g., taking an excursion, practicing in auditoriums).

PERSEVERANCE:

Persevering without being prodded when materials are hard to find for museum, booklets, costumes, and properties for plays and other work.
Persevering when recitations are difficult to prepare or make (the teacher must be careful not to give so much work, the child cannot experience success in realizing the goal).

RESPONSIBILITY:

Pulling on, taking off, and hanging up out-of-door wraps.

Observing the rules of waiting one's turn in conversation, use of materials, etc., so as to contribute to the happiness and success of group work.

Feeling the responsibility to oneself and group for mastering the recitations, completing the booklet, finishing the piece of furniture, etc.

Knowing the difference in fact and fancy in stories, occurrences, etc. Showing pride and orderliness in ownership of proper use of school materials and those of other children such as doing good writing and drawing instead of scribbling and correcting first efforts instead of throwing away papers and materials—using both sides of paper with first efforts.

Knowing that it is proper to report a wrong-doer who breaks into a school building and molests school records or property and will not admit the act himself, and does report it.

Knowing that to report a pupil's spoiling a piece of paper, or crayon, or wood in an honest effort to create something is very unnecessary, and does not report it.

Helping and directing young children (in courtesy and kindness, using carefully time, money, and supplies).

Returning found articles.

Going directly home after school to avoid worrying parents.

REVERENCE: (See also analysis of this trait for home practice.)

Observing quiet and attention during devotional exercises.

Experiencing deep and abiding wonder and pleasure in looking at the type of Madonnas which are supposed to typify Mary and the Christ Child (example—The Sistine Madonna) when listening to stately music such as *Hallelujah Chorus* or *Largo*, or a fine church hymn, or when witnessing the dawn or blossoming trees or productive fields of grain, mountains, or ocean, a great city, a mighty ship, or in following man's great adventures, in the air (Lindbergh's flight, Byrd's exploration of polar regions), the records of Christ's unselfishness and kindness, the kindness and goodness that can be found in one's family, friends, and business or school associates.

RESPECT FOR PROPERTY AND THE RIGHTS OF OTHERS:

Playing the game according to the rules set up by group or an authority.

Keeping buildings free from crayon and pencil marks.

Taking turns.

Handling books with clean hands; opening them properly.

Returning borrowed property promptly.

Talking quietly so that others may not be disturbed.

Taking just that part of the teacher's time which belongs to the individual.

Using other pupil's time sparingly on individual projects.

(NOTE: See also Courtesy, Cooperation, and Responsibility.)

SELF-CONTROL:

Sitting on chairs in a way that does not interfere with others.

Feeling and expressing good will when one's team loses to another.

Rejoicing in good fortune of another.

Doing one's work when one does not wish to "carry on."

Taking one's turn in line at the drinking fountain, lunch counter, or ticket booth.

Observing good sportsmanship qualities even when opposite team does not.

Walking through halls instead of running.

Refraining from meddling in other people's affairs and things.

SAMPLES OF OPPORTUNITIES FOR PRACTICING DESIRABLE TRAIT ACTIONS IN THE COMMUNITY

CLEANLINESS: See Course of Study in Health.

COURAGE:

Entering an honest protest to the child violator of community laws and demanding that the wrong be rectified (e.g., a child breaks a window-pane in a public building, sneaks fruit at the grocery, does not pay for street car ride, crosses road or street in front of vehicles, etc.).

Persisting in reforms in the face of indifference (e.g., participating in clean-up campaigns, etc.).

CO-OPERATION: (See also Obedience and Courtesy.)

Obedying the traffic laws about speeding, crossings, parking, and signaling; looking to right and left before crossing.

Observing safety measures. (See Course of Study in Health.)

Playing games likely to break panes or cause other damage away from public or private buildings (e.g., baseball, cat).

Picking only those flowers in public places which are designated for that purpose.

Leaving things in order and giving orders quickly when shopping or visiting the library.

Throwing all waste (fruit skins, clay, pasteboard, hair, paper, etc.) into the garbage can.

Helping to make the lives of unfortunates happy (e.g., carrying baskets to the poor at Thanksgiving and Christmas).

Participating in community drives and special programs (e.g., Red Cross, Clean-Up, Swat-the-Fly).

Writing neatly and addressing letters carefully.

Patronizing local farmers, merchants, and doctors.

Attending church, Sunday School, and meetings of civic organizations regularly.

COURTESY:

Entering all public buildings quietly and in a business-like way.

Removing one's hat (if a boy) in church, theater, or other building where there are ladies (if a girl, in a theater or other crowded hall).

Removing one's hat (if a boy) in an elevator in which there is a woman.

Greeting those one meets and lifting one's hat (if a boy) to a girl, woman, or older person.

Holding the door and allowing women, girls, and older women to pass through.

Welcoming visitors to community first (if a boy).

Giving directions or other information clearly and pleasantly when requested, refraining from saying unpleasant things about others.

Refraining from talking or whispering in the church, movie, library, or other public places where speaking or other forms of entertainment is going on.

Participating by listening to preaching and joining in the singing or other activity going on at church or other public meeting.

Keeping engagements promptly.

Expressing pleasure of company, good foods, enjoyable entertainment, things of unusual beauty and charm.

Being on time at Sunday School, church, a concert, meeting of the Scouts, rehearsals, etc.

Passing to the right when meeting someone.

Awaiting one's turn and refraining from pushing or crowding at a game, on a train, before a concert, etc.

Greeting the worker's of the community pleasantly.

Observing same manners for eating in public places as are set up for good home practice.

GENEROSITY:

- Acknowledging merits of another community.
- Contributing time and services to community projects.
- Contributing funds and gifts to sick, poor, etc.

GRATITUDE:

- Expressing appreciation of small favors and attentions of others.
- Expressing appreciation of services rendered by the farmer, grocer, milkman, baker, laundryman, teacher, banker, lawyer, preacher, dentist, physician, undertaker, etc.
- Expressing appreciation of the services of the policeman, patrolman, fireman, street-cleaner, garbage collector, commissioners and other county, state and national officials.

HEALTH: See Course of Study in Health.

INITIATIVE:

- Organizing camping, fishing trips, or other recreational activities.
- Buying and caring for a pet.
- Selecting and following good leadership.
- Finding a job for "after school hours."

KINDNESS: See Generosity, Courtesy and Cooperation.

OBEDIENCE:

- Crossing intersections on "go" signals.
- Observing "Keep Off," "No Trespassing," "Danger" signs.
- Fishing, hunting, and trapping in season.
- Observing the prohibition amendment and the law prohibiting sale of cigarettes to minors.

PERSEVERANCE: See Courage.

RESPONSIBILITY: See also Obedience.

- Picking up paper and other trash in public parks, etc.
- Acting in accordance with standards set up for behavior in church, at the theater, in the library, on the street.
- Helping others to cooperate in observing community laws.
- Exercising thrift in use of money.
- Exercising thrift in use of public materials.
- Paying bills promptly.

REVERENCE: See same topic for Home and School.

RESPECT FOR RIGHTS OF OTHERS: See Cooperation and Courtesy.

- Knowing and recognizing values of trials.
- Suspending judgment until facts are obtained and understood.
- Overcoming disappointment when special favors (e.g., attempting to get more favored parking spot which is forbidden).
- Refraining from tipping public servants to get first place.
- Refraining from trespassing on public or private property forbidden to public.
- Refraining from taking short cut paths across the lawns of other people.
- Reporting children who should be in school to teacher if they stay out or do not enroll.

SELF-CONTROL: See Courage and Courtesy.

- Being courteous to visiting teams.
- Taking irritability and inefficiency of others quietly (e.g., clerks, telephone operators, etc.).
- Keeping cool in a "traffic jam" or fire.
- Refraining from outbursts of temper where nothing can be gained thereby.
- Refraining from making plans which will interfere with meeting one's obligations (e.g., purchasing new things when old ones are unpaid for).

SOME SUGGESTIONS FOR REACHING THESE OBJECTIVES

GENERAL PROCEDURE

- A. Study the natural tendencies of childlife; learn why children behave as they do, how they grow; apply these principles to school life* in planning with the help of the individual or group, when practical, such a positive program of activities having intrinsic value for the pupils that the members of the group, individually or collectively, are constantly confronted with the genuine problems of life, and see that they courageously meet these until a satisfactory adjustment is made.
- B. Utilize as much as possible (without "preaching") the wealth of life-enriching material found in language, art, music, literature, history, geography, nature, and science. Some suggestions are made under Materials and Special Period for Civic Instruction below, but as there is a need for a unified Social Science course a committee is now at work with a view to producing this within the next two years. The 1923 Course of Study in geography and history is still suggestive. Illustrative units from teachers will be welcomed by the council on Course of Study Revision, State Department of Education.
- C. Make case studies of problem children; get background of heredity and environment, conduct history, scholastic record; try out various solutions until a workable one is discovered. (See Remedial Work for Problem Cases.)
- D. Teachers should exemplify such traits as those listed under specific objectives. Then they will promote through imitation and suggestion these qualities in others.†

MATERIALS AND PERIOD FOR DIRECT INSTRUCTION IN CIVICS

The time to be given to instruction in civic information is indicated in the General Introduction, but because of the apparently crowded schedule in the Elementary School, it is necessary to discuss the period, or periods, to be used. By carefully checking through the topics covered in the subject matter of the course in citizenship the teacher will find that these can and should be cared for principally in the courses in reading and literature, geography, history, language, and health. These are indicated to a limited degree along with the topics as they are discussed in the grade outline; incomplete but suggestive examples are given from recommended basal and supplementary texts.

ARITHMETIC: Thrift and accuracy through personal budgeting, record keeping, types of investments, etc.

GEOGRAPHY AND HISTORY: See grade outlines.

READING AND LITERATURE: See all lists in connection with language and reading.

*See General Discussion of Method and the Course of Study in Health.

†See Course of Study in Health and Waring's "Relationships Between Early Language Habits and Early Habits of Conduct Control."

Moralizing in connection with literary works is not advocated as a regular procedure. Usually they speak their own language and inspire individuals to a variety of actions. However, when there is a definite need for clarifying the pupil's thinking as to the right course of action, it may be wise to find in literature a story illustrative of the desired point. The following list is suggestive in a very limited way as to how the state basal and supplementary reading material may be used occasionally:

- The Elson Reader, Book Two*, page 75—The Rabbit Who Wanted White Wings. (Contentment: doing what one can with what one has.)
- Reading Literature—Second Reader*, page 11—The Wind and the Sun (it is better not to boast). Page 24—The Lion and the Mouse. (Gratitude: doing a "good turn" for a "good turn.") Page 241—Joseph. (Kindness to one who has mistreated others.)
- Child's World, Third Grade*, page 9—Philemon and Baucis. (Sharing with another brings pleasure and creates willingness to serve.)
- Studies in Reading, Fourth Grade*, page 158—King Solomon and the Two Mothers. (Love: "Actions speak louder than words.")
- Child Library Readers, Fourth Grade*, page 187—Laetitia and the Red-coats. (Courage in presence of physical danger.)
- Studies in Reading, Fifth Grade*, page 235—A Little Sermon. (Helping the older person.)
- The Silent Reader, Fifth Grade*, page 107—It Takes Two to Make a Quarrel. (Self-control when another angers one.)
- Days and Deeds, Fifth Grade*, page 24—The Scout Trail. (Scout Code Traits.)

MUSIC AND ART:

Pictures and music should make a definite contribution to character for through them children may come not only to recognize and appreciate the beauty in rhythm, tone, pictures, in architecture, and nature, but they may also gain clearer ideals and increased inspiration toward right conduct. This will tend to influence them to want and make artistic homes—beautiful public buildings, and highways—clean streets, playgrounds and parks; to want and seek worthy amusements. Some of the pictures, properly presented which might be used in this connection are listed on the following page. Accompanying each is a suggestive musical composition. As it is desirable to have many pictures and many musical selections to allow for individual choices and tastes, it is taken for granted that the teacher will greatly extend and make adaptations of this list.

TRAIT	No.	PICTURES TITLE	GRADE	VICTOR RECORDS (Arabic) PROGRESSIVE MUSIC SERIES (ROMAN)
Cleanliness	3	Children of the Sea.....	1-4	The Song Sparrow's Toilet (I).
	33	Dutch Interior.....	4-7	1326.
	92	Washerwoman.....	1-7	Volga Boat Song.
	119	The Holiday.....	1-7	20440 (Second Garotte-Sapellmikoff).
	15	The Blue Boy.....	1-7	20161.
	9	Age of Innocence.....	1-7	6622.
Co-operation	95	Summer Shower.....	1-7	20442-20173.
	602	Independence Hall.....	5, 6, 7	Star Spangled Banner (III).
	114	Feeding Her Birds.....	1-3	20215.
	7	Children of the Shell.....	1-3	22169.
	156	The Wheelwright.....	4-7	The Blacksmith (IV).
	157	Going to Work.....	4-7	The Glory of the Game (IV).
Courage	601	The Capitol.....	5-7	America for Me.
	50	The Solemn Pledge.....	4-7	90983.
	127	The Fog Warning.....	5	20319 (Storm, Rossini).
	207	Northeaster.....	5	9275. Lead Kindly Light (III).
	4	An Aristocrat.....	1	6835.
	106	The Vigil.....	6	6791.
Courtesy	113	The Boy Christ in the Temple.....	4-7	35958 (Largo-Handel).
	256	Quest of the Golden Fleece.....	7	Updee.
	502	The Minute Man.....	4-7	Soldier Boys (I).
	503	The Protest.....	4-7	The American Hymn (III).
	181	Boyhood of Raleigh.....	6	The Sea Princess (III).
	129	Christ at Emmaus.....	1-7	He Shall Feed His Flock (III).
Generosity	81	King Cophetua and the Beggar Maid.....	4-7	20750 (Love's Greeting Elgar).
	30	The Artist's Mother.....	5-7	776 or 1286 (Mother of Mine Tours).
	221	Modern Cinderella.....	1-3	Polly's Bonnet (I).
	279	Old Market Woman.....	1-7	Hot Cross Buns (I).
	86	Breakfast.....		6261.
	162	Saying Grace.....	1-3	Happy Thought (I).
Gratitude	129	Christ at Emmaus.....		Praise to God (III).
	149	Spanish Beggars.....	3-7	1153.
	106	The Vigil.....	4-7	6791.
	93	The Last Supper.....	5-7	21254.
	271	The Art Jury.....	5-7	The Glory of the Game (IV).
	69	Going to Church.....	4-7	20805.
Health	45	The Jester.....		22163-B.
	162	Saying Grace.....		Russian Harvest Hymn (IV).
	2	Holy Night.....	1-3	20150.
	201	Hearing.....	1-3	Hearing (Meisner).
	202	Seeing.....	1-3	Pretty Little Gold Fish (I).
	203	Tasting.....	1-3	Cherries are Ripe (I).
Initiative	204	Touching.....	1-3	Blowing Bubbles (I).
	205	Smelling.....	1-3	Will you Come with Me? (I).
	119	The Holiday.....	1-4	The Holiday (I).
	72	The Dance Carmage.....	7	A Spanish Dance (II).
	199	The Whistling Boy.....	4-7	Betty and Billy (I).
	27	Spring Dance.....	4-7	20121 (Rustle of Spring; Come Lassies and Lads).
Kindness	20	Dancing in a Ring.....	1-5	20169 (Armoryllis—Old French Song). In Wooden Shoes (I).
	146	The Torn Hat.....		22162-B.
	28	Lavinia.....		22075.
	41	Joan of Arc.....		6577.
	118	The Primitive Sculptor.....		22174.
	11	Song of the Lark.....		4008.
Obedience	24	Mill at Wyk.....		The Mill Fairy (II). Back of the Bread (III).
	64	Water Carrier.....		21781.
	151	In the Country.....	1-3	
	167	The Two Sisters.....	1-5	Sleep Little Treasure (I).
	165	Chums.....	4-7	Hail to Our Class (IV).
	270	Mother and Child.....	1-3	33958 (Jewels of the Madonna Ferrari).
Perseverance	91	Washing the Disciples' Feet.....	1-7	The Immigrants (IV).
	107	Boy with Rabbit.....	1-4	20203.
	94	St. Francis.....	1-7	57180.
	21	The Horse Fair.....	4-7	6246 (Festival at Bagdad)—Korsakow.
	34	Behind the Plow.....	4-7	35767 (Plowing Song)—Chadwick.
	114	Feeding Her Birds.....	1-3	20215.
Perseverance	94	St. Francis.....	1-7	57180.
	606	Lincoln Memorial.....	6-7	See the Conquering Hero Comes (III).
	508	End of the Trail.....	5, 6, 7	Integar Vitae (III).
	505	Roosevelt.....		2976.
	34	Behind the Plow.....		The Farmer (I).
	280	Prophets.....		35873.
Perseverance	281	Prophets.....		201150.

TRAIT	No.	PICTURES TITLE	GRADE	VICTOR RECORD (ARABIC) PROGRESSIVE MUSIC SERIES (ROMAN)
Responsibility	50—The Solemn Pledge.....	4-7	90983.	
	601—The Capitol.....	4-7	Columbia, The Gem of the Ocean.	
	221—A Modern Cinderella.....	1-3	A Carriage to Ride In (I).	
	13—Homework.....	1-6	Chant D'automne— <i>Tschaikowsky</i> .	
	64—The Water Carrier.....	1-3	Dancing Raindrops (I).	
	116—The Santa Fe Trail.....	4-7	21169 (Oh Susannah) (II).	
	28—Lavinia.....	5-7	Wishing and Working (II).	
			Come Ye Tankful People (III).	
	39—Return of the Fishermen.....	-----	A Sailors Life— <i>Van Lussenbrock</i> .	
			Fisherman's Song— <i>Parker</i> . (III).	
			Fisherman's Prayer— <i>Myrberg</i> (III).	
	47—The Gleaners.....	4-7	81603: Song of Rest (IV).	
	114—Feeding Her Birds.....	1-3	Morning Song (II).	
	112—Holland Morning.....	-----	6590 (Spring Flowers)— <i>Saint-Saens</i> .	
Reverence	41—Joan of Arc.....	5-7	35839 (Spring Song)— <i>Mendelssohn</i> .	
	32—Preparing for Church.....	-----	6599 (Elegie)— <i>Massenet</i> .	
	600—Arlington Amphitheater.....	5, 6, 7	22053 (Le Marsaillaise).	
	37—The Angelus.....	4-7	6093 (Cavatina)— <i>Roff</i> .	
			See the Conquering Hero Comes (IV).	
	74—Women in Church.....	5-7	6691 (Ave Maria)— <i>Schubert</i> .	
	122—The Infant Samuel.....	1-5	Evening Bells (III).	
	500—Appeal to the Great Spirit....	4-7	Now with Creational Morning Song (III).	
	2—Holy Night.....	1-7	Children's Hymn (II).	
			Integer Vitae (III).	
Self-Control	166—Blue Flowers.....	-----	20150.	
	34—Behind the Plow—In the Cornfield.....	-----	To the Fringed Gentian (IV).	
	41—Joan of Arc.....	-----	Dandelion (I).	
	106—The Vigil.....	-----	(II).	
	27—Spring Dance.....	-----	6577.	
	116—Santa Fe Trail.....	5-7	6791.	
	14—Dance of the Nymphs.....	-----	6576.	
			6576.	

Note:—These pictures may be secured from Art Extension Press, Inc., Westport, Conn., or from Gray-Creech Company, Winston-Salem, N. C.

OPENING EXERCISES:

Teaching and practicing flag salutes, and holding flag-raising; checking one's record on observance of trait actions; presenting special programs on the traits; presenting activities that mark the culmination of a unit of work.

OBSERVING SPECIAL DAYS AND CHARACTERISTIC IDEALS SUCH AS THOSE LISTED HERE:

Hallowe'en: Respect for property and rights of others, encouraging generosity, etc.

Armistice Day: Sacrifice for an ideal, love of country.

Thanksgiving Day: Any phase of service.

Christmas: Sharing gifts, time, talents, etc.

Lincoln: Maintaining good humor, kindness.

Washington: Being truthful and fair.

Flag Day: Meaning of flag, correct usage.

(NOTE: See Curtis, "Why We Celebrate Our Holidays." Lyons, 75¢.)

ENCOURAGING SUCH EXTRA CURRICULAR ACTIVITIES AS FOLLOWS:

Scouting, traveling, fishing, reading, gardening, etc.

KEEPING A GOOD SUPPLY OF ILLUSTRATIVE MATERIAL:

Books listed after various topics.

Maps of town, district, state, nation, world. (See County Superintendent of Schools for local maps; write State Highway Commission for outline maps; cheap traveling, pocket-size may be secured from most gasoline stations.)

Copies of the constitution of state and nation.

Collier's Code, *Collier's Weekly*, New York City.

Hutchins' Code and the Iowa Character Education Plan, Character Education Institute, Chevy Chase, Washington, D. C.

Junior Red Cross Magazine, Washington, D. C.

A bulletin board.

Collection of good music, records, books, etc. (List furnished by State Department of Public Instruction upon request.)

Collection of famous people who were good citizens for the local community, state, nation, and the work.

Collection of pictures of beautiful homes; schools, public buildings, parks, trees, roadsides, etc. (Note: Back numbers of *National Geographic*, Washington, D. C., may be secured very cheaply. Dow's *The American Renaissance*, published by Comstock and Co., is accompanied by a wealth of pictures illustrating gradual evolution of social life from colonial days until the present.)

Bulletins and pamphlets on North Carolina—write State Departments of Conservation and Education, Chambers of Commerce in the various cities and the North Carolina Library Commission.

Play Materials—See "Course of Study in Physical Education" and "Permanent Play Materials for Young Children," by Garrison (Scribner's), "Flags of Various Nations"—J. W. Van Kirk, Youngstown, Ohio. Bulletins of the Committee on Public Information, Washington, D. C. Bulletins on special days—Arbor Day, Safety, Clean-Up, Temperance, American Education.

GENERAL DISCUSSION OF METHOD

In general we may say that citizenship training is a matter of method which, whether we will it or not, is serving as a binder for the subject matter content of experiences—assignable knowledges and skills and those non-assignable emotionalized ideals, attitudes, and appreciations. Whatever is learned is colored by the emotions of the pain or pleasure, the success or failure, connected therewith. To build right attitudes, the teacher, then, must acquire a technique encompassing the whole of learning. Below are listed practical suggestions which are in harmony with child characteristics of growth.

A. ESSENTIAL STEPS FOR TEACHER to take in planning any school experience that will contribute in a worthwhile way to citizenship growth:

1. Studying the immediate objectives sought, the suggested major problems, and the subject matter outlined as contributory to the solution of the problems and objectives set up.
2. Making a tentative survey of the class and list their interests, their past and present activities, so as to get an intelligent knowledge of what they will likely wish to do that will fit in with the scheme.
3. Deciding upon some problem, project, center of interest, or unifying topic or question, which will most nearly result in attaining the objective set up.
- a. See that it meets the following criteria:*

- (1) Is it related to the present *living* experience of the children?
- (2) Does it give promise of outcomes relatively *valuable in life* today?
- (3) Will this work contribute to some of the larger essential goals of education?
- (4) Will it give fuller *meaning* to the *experience* of child in this particular environment?
- (5) Is it *hard enough* to *challenge*?
- (6) Is it *easy enough* to insure some *degree of success*?
- (7) Will it *lead* on to something more worthy?

*Lois Coffey Mossman, Professor of Education, Teachers College.

- (8) Does it *come out* of the children's previous experience?
- (9) Will it *foster* an inquiring, investigative attitude?
- (10) Will it teach the children method in ordering their experiences?
- (11) Will it *develop relationships leading to organization* of experience?
- (12) Is the experience involved socially constant or socially variable?
- (13) Are the fields of subject matter involved worthwhile representative of the big aspects of life?
- (14) Is it related to other interests of the children?
- (15) How often and how recently have similar activities been experienced?
- (16) Will it contribute to the child's efficiency?
- (17) Is it in line with the *theory of increasing difficulty*?
- (18) Is it practicable under school conditions?
- (19) Are materials and helps needed available?
- (20) How fully can the purposes be carried out?
- (21) How much time will it consume?
- (22) What difficulties may arise in carrying it out?

b. If it seems to meet immediate objectives, list probable values in terms of outcomes and decide whether or not the proposed experience is worthwhile.

4. Reading up on available materials and work up list of those needed.
5. Taking stock of all the various approaches that can be made to lead the pupils to see relation of the new experience or idea to the old.
6. Trying out the selected approach or approaches with the class.
7. Through thought-provoking questions and information helping the class to state and define their problem or problems.
8. Challenging the initiative of the pupils in suggesting the material necessary to solve the problem, and
9. Helping them to make a plan of procedure that points to the accomplishment of their purpose, the solution of their problem, taking care of the following items:
 - a. Available sources of information—books, pictures, supplies, people, observations, excursions, experiments, etc.
 - b. Needed equipment.
 - c. A suitable working set-up:
 - (1) If it be a study and appreciation activity—will there be need for demonstrations, excursions, interviews, lectures, experiments, investigation of source material, discussion and reports, wide and intensive reading? Should they work as individuals, or in group committees, or as a whole?
 - (2) If it be a drill activity—will it be conducted for needs of individual, group, or class as a whole? Should original or standard material be used? What time should be utilized and standards attained? Will standards set by course of study be well taken care of?
 - d. Through thought-provoking questions on the part of teacher and pupils challenge reflective thinking of the pupil to see whether or not the essential facts, the accomplishment, etc., constitute an adequate solution to the problem.
10. Measuring results of work. (Study suggestions made for each outline in course.)

B. TYPES OF APPROACHES that tend to focalize attention and interest in the desired directions.

1. Providing a rich and stimulating environment of beautiful pictures, interesting exhibits, challenging tools, inviting books, aquariums, etc.

2. Encouraging initiative and freedom of language expression as reflected by:
 - a. Questions.
 - b. Involuntary attention to certain ideas or things.
 - c. Expressions of desires to perform certain acts, make certain things, find out reasons for, go certain places, etc.
3. Seeing to what extent there are common interests and setting about making them active through such means as reading a poem, telling a story, informal group discussion, exhibiting related material, etc.
4. Building the desired experiences in child life which lead to the projected experiences (e.g., before the Newson Primer is to be really vital every child should have a carefully planned birthday experience).

C. WAYS OF KEEPING EFFORT MOVING IN THE RIGHT DIRECTION

1. Through group discussion.
2. Through study and investigation.
3. Through excursions.
4. Through creative expression.
5. Through culminating organizations. (e.g.—See unit on Art Appreciation, page 475.)

Group discussions play an important rôle from the initial point to the final step of the experience. They are needed for pooling experiences, planning steps of an undertaking, exchanging ideas and materials, evaluating same, solving problems and difficulties, checking accomplishments, and determining next lines of attack.

A successful group discussion or lesson requires skill and careful planning. It is a technique which permits the greatest waste of time and effort if definite standards are not taken into consideration by the teacher who is a guide and director and who is ultimately responsible for the success or failure of the procedure. Always the form the discussion takes should be determined by needs. They may vary from a few minutes to an hour or more while solving a difficulty or presenting material of interest to part or all of the class.

Criteria for Evaluating Group Discussions:*

1. Is the situation a genuine social one?
 - a. Does the subject matter under discussion seem worthwhile to the child?
 - b. Is the group seated socially?
 - c. Do pupils address remarks to the group as a whole, to each other, or to the teacher, as the occasion demands?
 - d. Is the teacher a member of the group?
 - e. Do children base discussions upon their own experiences whenever appropriate?
 - f. Does every child feel responsible for some contribution?
 - g. Do pupils make voluntary contributions?
 - h. Are pupils courteous to each other? Do they address each other naturally?
 - i. Do pupils exchange materials?
 - j. Is the class aware of individual or small-group related interests which arise as the problem progresses?
 - k. Do pupils have frequent opportunities for exercising leadership?
 - l. Is the teacher quick to recognize and utilize intelligent questions of pupils and not substitute those of her own making?
 - m. Does the teacher talk unnecessarily?
 - n. Is the teacher flexible in her plan and adjustable in changing situations?

The socialized recitation or discussion is a spirit which permeates the classroom, not a form to be learned and used mechanically. It is the natural way to proceed when a group of people interested in the same subject come together for discussion. A discussion is socialized just to the extent that children are allowed and encouraged to exercise the social qualities of self-control, initiative, coöperation, personal responsibility, critical judgment, clear and independent thinking, and courtesy.

2. Is reflective thinking stimulated?

- a. Is ample provision made for building clear and vivid images through rich and colorful contributions from teacher experiences; recalled experiences of children; reading materials full of episodes rich in detail; excursions, demonstrations, observations, blackboard sketches, exhibits, maps, graphs, pictures?

*NOTE: Practically all of the remaining discussion or method is adapted or taken directly from the Ann Arbor Course of Study in Social Studies through permission of Superintendent of Schools, Ann Arbor, Mich.

- b. Is constant attention given to enlarging the meaningful vocabulary of children?
- c. Are new meanings always accompanied by the written or printed symbol?
- d. Are opportunities found and utilized for making worthwhile generalizations?
- e. Are generalizations made only after adequate data and experiences are at hand?
- f. Are pupils held to the point in the discussion and do they grow in power to recognize relevant and irrelevant contributions?
- g. Are summarizing statements made from time to time?
- h. Does the group hold itself responsible for definite accomplishments at the close of a discussion? In other words, do they ask, "Have we arrived?" "What's next?", etc.
- i. Do the pupils exercise critical judgment? Do they challenge statements? Do they evaluate data?
- j. Is sufficient time given for reflective thinking and full replies from pupils?
- k. Is a reasonable amount of time given to questions and difficulties of individuals?
- l. Does the discussion leave the pupils with a desire to study further?
- m. Do specific learnings come out of the discussion?

The Conduct of a Study and Investigation, too, is successful to the degree that the teacher recognizes and promotes right practice in mastering the skills, habits, and knowledge most useful in the study of technique. This phase should care for training in the work-type reading and lead to the pursuit of personal, permanent reading interests. Definite library hours should be set aside to work with books. These should be as carefully planned as any other phase of activity. The following questions will suggest criteria for evaluating the study procedure:

- 1. Are the independent study and reading expected of pupils well within their powers?
- 2. Are assignments adjusted to individuals needs and interests? Does the assignment provide for skills on increasingly higher levels?
- 3. Is ample material on the child's level available?
- 4. Does definite training in the technique of study keep pace with the demands of the problem?
- 5. Are various study procedures required, such as reading accurately and carefully or reading to answer specific questions?
- 6. Are pupils given definite help in putting the results of study and investigation into proper shape for group discussion or presentation? Do pupils become increasingly independent in this respect?
- 7. Are pupils given help in knowing where to go for information and how to use the sources? Is sufficient practice given in available sources? Is provision made for increasing ability in locating material through the use of such mechanics as a table of contents, an index, and an appendix?
- 8. Are specific individual purposes apparent during the study exercises?
- 9. Are the physical conditions during the study period hygienic, and are they conducive to concentration?
- 10. Is the teacher conscious of the study practices of the individual pupils?
- 11. Is every child challenged to the limit of his capacity?
- 12. Does every child feel the satisfaction which comes from successful accomplishment?
- 13. Is the teacher wise in giving or withholding individual assistance?

An Excursion must be carefully thought through in terms of purposes such as: (1) gathering data, (2) approaching problem, (3) organizing information and ideas already obtained. Probably no excursion should be undertaken if the teacher does not already know in advance what the class will likely see. There should be a clear understanding on the part of the teacher and pupil as to what they are looking for. Organization and detailing of leadership should be worked out ahead of time with leadership, time, and routing made clear to all.

Follow-up work is even more important than the set-up, for while children get details, they do not easily see relationships and need to have certain misunderstandings and false conceptions cleared up.

There will be need for organization and application of facts. Any new interests should be given due consideration inasmuch as they may be the source of new purposes.

Creative Expression, the highest level of interest, effort, and attainment of any unit of experience or study, may come often, and at various intervals of time. In the truest sort of sense to follow one's real interest and to clothe it with meaning by setting-up a plan of procedure is as creative as the writing of an original song, poem, or story—as the molding of a vase—as the painting of a mural.

This truth must be realized, but the use of plastic materials will always have a definite place as a medium for clarifying ideas and is just as important as any other.

The following questions are suggestive of standards for conducting the period for free expression:

1. Is purposefulness apparent in each pupil? Are absorption in the test, interest, and self-direction apparent?
2. Are opportunities given for individual purposes as well as for group purposes?
3. Is the technique such that proper emphasis is placed upon planning?
4. Are all materials and tools at hand when needed?
5. Are pupils held individually responsible for caring for unfinished work and unused materials?
6. Does mastery of technique keep pace with the increasing demands of the task? Is it given when the need for it is recognized?
7. Are the pupils aware of the kind of conduct required by the situation?
8. Is the pupil held to an individual project until some profitable learning has been derived? Are pupils at times permitted to abandon purposes which in their development have proved unwise?
9. Are results judged in terms of growth, in terms of purposefulness, resourcefulness, mastery of technique, creative power, orderliness, industry, self-control, and leadership rather than in terms of the finished product?
10. Are pupils stimulated and encouraged to find expression through various media?
11. Is the situation such that individual creative powers have freest possible expression?

Perhaps no Outcome is as Important as the Finding of New Purposes, new directions for interesting pursuits. Other culminating activities may take the form of assembly programs, plays, pageants, festivals, posters, booklets, maps, and charts. Evaluate this type of activity according to the following principles:

1. Does the culminating activity come as a spontaneous and natural outgrowth of the work of the group?
2. Are the forms of expression used childlike rather than adult?
3. Are plans made coöperatively and is there a proper balance between pupil and teacher suggestions?
4. Does the culminating activity have intrinsic worth; that is, is it interesting, stimulating in content, and controlled by worthwhile purposes?
5. Does it at the same time operate as a means of integrating and organizing past experiences?
6. Does the activity call for the participation of all members of the group?
7. Are the content values of the previous experiences made apparent in the culmination?

REMEDIAL WORK WITH PROBLEM CASES

Investigations of problem cases in behavior made through the assistance of teachers show that these are surprisingly similar throughout the grades. The sixteen most frequently mentioned types were: theft, lack of interest, disobedience, selfishness, poor sportsmanship, lying, cheating, mischievousness, discourtesy, lack of self-control, stubbornness, disregard for property, anti-socialism, bullying, near-incorrigible, truancy, unadjustment. A study of these cases to discover causes produced the following list: a new experience, past environment, wrong habits from associates, lack of moral concepts, natural impulsive and emotional disposition, environment of self-control lacking, pampered, petted, spoiled, had not been taught to think, needed constructive criticism, desired success without effort, listened to wrong counsel, destitute home life, could not stand temptation, low mentality, no idealism in home, lacked self-confidence, did not know how to study, work unsuited to individual needs, never permitted to "shine," had nagging father, wanted to play all the time, conceited, deserted by parents.

In the method used to help the child form the right response some of the following proved effective for several cases: discussion, appeal to reason, honor, pride, etc., coercion, letting him work it out after discussion, having him consult others, making it a group project, calling attention to rules violated, reading or picture study, coöperation with parents, searching members of group, duties demanding honor and honesty, application of golden rule, inspection of lunches, praising efforts, threatening with reform school, showing him that we cared, responsibility of handling money, inducing mother to buy glasses, kindness, having him arrested, winning his confidence, praising the truth, eliminating need of theft, encouraging him, appealing to officers of law, showing sympathy, prayer, appeal to fair play, trusting him, giving a chance to earn money, "Big Sister" movement, definite assignments, showing interest, winning his confidence, helping unfortunate classmate, giving constructive work, changing his seat, restoring his confidence, interest in wholesome activities, giving him part in play, letting him choose work, making him leader, letting him "shine," helping him help himself, getting him a job, withholding privileges, winning his admiration, isolating him, admission to vocational school, ousted from office by class, citizenship talks, medical attention, citizenship organizations, introducing a new moral code, barring unfair players, supervising play, requiring less class work, extra work in which he excelled, avoiding harsh criticism from class, more shop work, seeing the humor in situation, having study hall patrols, asking for his help, recognition of good work, outside civic enterprises, plenty of reading material, more parties at school, more guests of child in the home, greater consideration for his ideas, more music, tools, playthings, etc., regular sleeping hours, wholesome food, better associates, more knowledge of child life by teacher, more knowledge of child life by parent, fewer playthings, more exacting parents, less loafing, better home environment, more parental care, dishonesty in the home, respect for authority, more home training, more interest in the home, more responsibility, a mother who stays home, allowance for the child, fewer iron-clad rules, greater faith in the child, someone to understand and

help him, curriculum made from pupil viewpoint, less corporal punishment, coöperation of home and school, higher ideals in home, more supervised games, free discussion of problems by pupils, more individual attention, more patience with them, more praise of success, more comradeship, more group activities, student participation in government, teacher with strong personality, more manual work, more supervision of school work, less pampering in home, honor system, more activities child likes, lessons in unselfishness, supervision of leisure, special attention to choice of leaders, more team work in room, organization for pupil participation.

When a child becomes a problem the teacher must discover the cause and attempt to supply the need or needs which underlie the violation of laws governing group life and his own worthy growth. These needs are rooted deep in his instinctive life and directing them into desirable expressions is the first duty of the teacher. Unfortunately, lack of space forbids detailed accounts of specific examples of corrected behavior.

References:

Bobbitt. Curriculum Investigations.

Gregg. A Course of Study in Character Education. Lincoln School Supply Co., Lincoln, Nebraska.

Mahan. An Analysis of the Characteristics of Citizenship. Teachers College.

Germane and Germane. Character Education. Silver, 1930.

See references in Course of Study in Health and those at end of this course.

GRADES ONE, TWO AND THREE

Text: Not required.

Time Allotment: See General Introduction and page 439.

Specific Objectives: See *Traits and Trait Actions* (page 430), and *Information and Understandings* (page 430).

School Situations, Experiences and Procedures That Afford Opportunities for Arousing Interest in, Practicing Desirable Trait Actions, and Mastering Supporting Civic Information:

A. PLAYING HOUSE

Playing with large dolls—holding, rocking, dressing, and undressing them; selecting clothes that fit, making clothes, taking care of doll's clothes by folding them and putting them in proper places; bathing dolls; taking them for a walk.

Playing housekeeping—protecting clothing, sweeping with a small broom, making beds, dusting, washing clothes, ironing clothes; preparing and serving a meal; setting the table; washing and drying dishes; making and caring for a garden; entertaining callers, house guests, etc., caring for pets.

The following illustrates this type of activity:

PLAYHOUSE AND FLOWER GARDEN*

THE BEGINNING

A doll in a cradle was part of the equipment of the room when the beginner entered school for the spring term. The children named the doll Peggy and played with her for several weeks, just enjoying her. Finally they decided Peggy needed a house. A chair was made for a girl to sit in to rock the cradle. A table and two doll chairs were also made. A bed was made for visiting dolls. Dishes were made so Peggy could have a party. A cupboard was made to keep the dishes in. Toys were made for Peggy to play with. A flower garden was made and cared for by children. A vase was made to put flowers in for Peggy's house.

*Adapted from report of Miss Virginia Eldridge, First Grade Teacher, Raleigh Public Schools.

MATERIALS

1. For Construction: Orange crates for walls; large boxes and chalk boxes for furniture; clay for dishes, toys, vase; cold water and shells; paint for dishes, toys, vase; paint for furniture; paper for mats for dining table; seeds, plants, fertilizer for flower garden.
2. Tools: Saw, hammer, nails, scissors, yard stick, garden tools; broom, duster and dust pan.
3. Readers and Special Reading Selections Used in Connection With Unit:
Playtime (Newson): "Ted's Birthday," "Toys and Play," etc.
Playfellows (Johnson): "What I Do For Polly," etc.
Friends to Make (Johnson): "The Thanksgiving Dinner."
Jimmy Crow's Garden. Brooke.
Pathway to Reading, Primer (Silver): "The Little Red Apple," "The Apple Man,"
Pathway to Reading, First Reader (Silver): "The Dinner Party," "The Pet Shop,"
"Hop, Skip, and Jump," "The Wee Nest," "The Little Pig With the Curly Tail."
Child Story Primer and First Reader. (Lyons.)
Wag and Puff. Hardy. (Wheeler.)
Surprise Stories. Hardy. (Wheeler.)
Everyday Doings at Home. Serl. (Silver.)
Work-a-day Doings at Home. Serl. (Silver.)
Work-a-day Doings on the Farm. Serl. (Silver.)
Literature and Living. Lyman and Hill. (Scribner's.) Part One: "Making Homes."
Rabbitville. Serl. (American.)
Smedley-Olsen, Primer and Book One (Hall): "The House That Father Made,"
"The Doll House," etc., and "The Frog That Went to School," etc.
The Singing Farmer. Tippet.
4. STORIES TOLD FOR APPRECIATION:
Bailey. *Friendly Tales*. "The Guest in the Playhouse," "Little House Neighbors,"
"Saving Brother," "The House That Went Downhill."
Bailey. *For the Children's Hour*. "The Fairy Who Came to Our House," "Who
Ate the Dollies' Dinner?" "The Elder Brother," "The Little Gray Grandmother."
Dunn, Baker, and Thorndike. *Everyday Classics*. "The Three Pigs," "The Three
Bears."
Lindsay. *Mother Stories*. "Dust Under the Rug," "How the Home Was Built."
5. PICTURES USED FOR APPRECIATION:
Baby Stuart, Van Dyck; Feeding Her Birds, Millet; The First Step, Millet; Can't
You Talk?, Holmes; A Helping Hand, Renouf.
6. MUSIC:
Progressive Music Series. Book One. "My Dolly," "Oats, Peas, Beans, and Barley
Grow."
7. POEMS:
Field. *Taxis and Toadstools*. Doubleday.
Milne. *When We Were Very Young*. "The Wrong House."
Now We Are Six. "Busy."
Tippet. *I Live in a City*. "Apartment Houses," "Inside Houses," "Groceries."
Wynne. *For Days and Days*. "Mother's Fingers," "Sleepy Time," "Mothers," "When
the Day is Over," "Suppose You Were a Little Seed," "The Little Seed Speaks,"
"In the Garden."
Stevenson. *A Child's Garden of Verses*. "Morning."

SUBJECT MATTER OUTCOMES

Reading, language, literature.

1. Stories about the doll, her house, the garden, were made by the children. These stories were read from charts, and later put into little books, each pupil having one.
Sample story:
"We have a little doll. She is pretty. Her name is Peggy. The children learned to read the names of the flowers in the flower garden. Stories and poems about dolls, houses, family life, and nature were read and told by the teacher."
2. Stories read by children from primers.
3. NUMBER—The yard stick was used to measure the first leg of chairs, table, and bed. The other legs were measured by these.
The dishes were made in sets of six because their mothers bought dishes by the half dozen.
4. MUSIC—Many lullabies and flower songs were sung. The children composed the words to the following lullaby. It was sung to the tune of the "Mother's Song," a Columbia record:

"Go to sleep my Peggy dear,
Go to sleep and do not fear,
Go to sleep my dolly dear,
Go to sleep, mother is near,
Good night, good night, my Peggy dear,
Good night, good night, my dolly dear."

The pupils compared several flower songs which they played on the bottle chimes.
e.g.:

"One, two, three,
Come and see,
Where the pansies like to be."

5. **DRAMATIZATION**—The doll and play house suggested many dramatizations. One morning the children played that Peggy had measles. The doctor was a boy who had brought a little satchel to school. There were the brother, who went for the doctor, the mother and the father.

This playing with the doll led to many other dramatizations—e. g., "Clean Peter."

6. **FINE ARTS**—Pictures of mothers and babies and nature were enjoyed by the children. A picture of the "Madonna of the Chair" on the classroom wall, also a French print showing children working and watering flowers have been greatly enjoyed.

Many flower and nature pictures were drawn and painted. The children learned how to put on crayons and paint smoothly, how to make the sky and ground meet, how to draw trees, houses, etc.

7. **CITIZENSHIP**—Growth in and practice of the following citizenship traits were noted during these activities:

- Coöperation—helping in work and play.
- Courtesy—The children tried to observe the rules of courtesy in the play house that they would observe in the home and in listening.
- Cleanliness and health in keeping doll and play house clean and furniture arranged, and in stressing proper food, rest and ventilation.
- Friendliness and generosity in sharing dolls and toys, also tools and materials.
- Initiative in planning play house, furniture, in planning dramatizations and games.
- Patience in waiting turn to use tools, play with doll, etc.
- Perseverance in finishing a piece of work.
- Responsibility for bringing boxes and other materials, for care of house and doll and the flower garden.
- Self-control—The children decided those who were boisterous could not play in play house. The children decided that they could enjoy their work and play more if they worked and played quietly. The interest in the flower garden led to an interest in nature of all kinds, e.g.—Some girls voluntarily cared for garden all summer. The interest in the play house led to an interest in the home, family life, pets, etc.

Some of the flowers that bloomed in the flower garden were pressed and made into a flower book; some were carried to sick classmates.

At the close of the activity the mothers were invited to a party. A program was given which explained the unit. Refreshments were served.

CHECKS

- Tests of the YES and NO type—e.g., Should you cry when you don't get your way?
- Does the unit check by the laws of learning?
 - Readiness. Will the appreciation of citizenship traits carry over into home life?
 - Exercise. Will activities similar to or suggested by those at school be carried on at home?
 - Effect. Does the pupil have satisfaction that comes as a result of helpfulness, obedience, coöperation, accomplishment, etc.

REFERENCES

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 Industrial Arts in the Elementary Schools. Bonser and Mossman. Macmillan, 1927.
 A Conduct Curriculum. Burke and Others. Scribner's, 1923.
 Curriculum Bulletin, No. 2. Raleigh Public Schools.
 Kindergarten—Primary Activities Based on Community Life. Clouser and Millikan. Macmillan, 1929.
 The Primary School. Annie E. Moore. Houghton, 1929.
 Curriculum Making in an Elementary School. Tuppitt and Others. Ginn, 1927.
 Socializing the Child. Sarah A. Dynes. Silver.
 How the World is Fed. Carpenter.
 How the World is Housed. Carpenter.
 How We Are Clothed. Chamberlain.
 How We Are Fed. Chamberlain.
 How We Are Sheltered. Chamberlain.
 Home and Community Life. Hartman.
 Open Door Languages, Book One, Chapters I and II.

B. FREE PLAY BASED ON HELPERS OF THE COMMUNITY

Playing farmer, trucker, etc.; animals in the environment; playing fire department; playing postman; playing milkman; going to market for supplies; playing store or market; playing patrolman (highway); playing grocery store or market; building the store, keeping the store, buying the store.

References: Sies. Spontaneous and Supervised Play in Childhood. Macmillan.

C. GIVING A PARTY, LUNCH, OR DINNER

Deciding on guests; planning decorations suitable for occasion; choosing and preparing foods; choosing entertainment of worthy pictures, songs, stories, dramatizations, etc.; finding out the number of guests; making and sending invitations to guests; making and deco-

rating napkins; making and decorating favors; choosing games to play; setting the table; arranging chairs; welcoming guests; placing guests at table and seeing that all are seated; sitting quietly while eating; conversing quietly while eating. This unit is illustrated below by an adaptation of a report made by Harriet Mellon, First Grade Teacher, Taylorsville, N. C.

ENTERTAINING THE BEGINNERS

ORIGIN OF THE INTEREST AND ACTIVITY:

In April our county superintendent of schools introduced a physical examination clinic for the children who are to enter school this fall. He asked the first grade teachers to plan work for these children such as would lead them to spend a happy day. I took up with my first grade class the problem of what we could do to make them glad they came. As it was just two weeks before Easter a party was proposed and agreed upon enthusiastically on Monday morning at our general conference period opening the day's work. What we should do was left for discussion on Tuesday.

GENERAL AIM STATED FOR THE GROUP BY THE TEACHER:

To work well together in planning, practicing and preparing in a correct, original and an attractive way, according to the group standards we adopt, all the things that are necessary for an interesting, enjoyable Easter party for the visiting beginners and to check carefully on the extent to which we approach these standards in each of these things we need to know and do for the party.

HOW THE ACTIVITY PROGRESSED:

Problem One (set up by teacher Tuesday morning): What shall we do at our party? *Pupils' suggestions*: "Let's have an Easter egg hunt"; "Let's have ice cream"; "Let's decorate our boards and sandtable"; "Let's make some eggs and biddies for them." *Teacher's suggestion*: "Maybe they would like to make some for themselves." *Pupils' suggestion*: "We can help them make things." *Teacher's suggestion*: "Why do we have eggs, rabbits, and chicks at Easter time? Perhaps our visitors would like to know. Would you? If you find out you could tell them." *Pupils' suggestion*: "We can tell some stories, sing songs, and play, too."

Problem Two (discussed Monday at the art period): What materials do we need that we do not have?

The class had crayola, drawing paper, and materials for construction, and their texts and library books for songs, poems, and stories. They agreed to search at home for others, but they would have to provide eggs for the hunt, and ice cream for refreshments.

Problem Three (settled at the same period): What things shall we do first and when?

They decided to work on decorations at the art period, stories and poems during the reading period, songs at the music hour, games at the play period, refreshments at the time set aside for health discussion and how to behave at a party at one of the morning exercises.

Problem Four (worked out in art class for the remainder of two weeks preceding Easter): What kind of border shall we put above our board? What story shall the sandtable tell? Do we need other decorations? What would be best to give a five-year-old to carry home as a remembrance? Before we begin what do we need to know?

There was a dearth of suggestions. Finally one said, "Let's make something like the one in Miss X's room." The teacher asked, "How would you like to visit all of the rooms to get ideas?" They were eager to do this.

Teacher: It may not be convenient now.

John: May I go see?

Henry: May I go too?

Teacher: What will you say? They planned together what they were to say as follows:

We wish to plan an Easter party for the beginners.

May we come see your borders and sandtable?

The visit was made and they saw the usual symbols of Easter—chickens, lilies, rabbits, eggs. They decided to have some of all and each child selected the part he wished to work up a model for.

Teacher: Can you make a good rabbit, Harold? Can you make good eggs, Ellen? etc., etc. What would help you? Here are some large drawings I will post on the board, so all may see. Here are some drawing books and magazines on the table. You may find time to visit the stores this afternoon. They have toy chicks and rabbits. Do you know of any real ones you might visit?

They returned next day with many pictures, toy chicks, and a real rabbit that was so glossy and fat as to call forth spontaneous comment from the children. Two standards were set up for selecting the best product in the art work: the one "most like what it is" and the "neatest." These served as patterns for the border motifs of the frieze to be made on green burlap above the board and for those to be colored by the beginners when they came. A basket of green construction paper filled with candy eggs were the favors.

On the first Tuesday at the story hour, the teacher told them "The Story of Proserpina" and "The Coming of Spring." They decided that the sandtable should be a spring garden with both vegetables and flowers. This project occupied our spare time and some recesses. Each child contributed services or materials. There was a lake made of glass bordered by blooming wild violets and green moss, tiny toy ducks swimming upon it—daffodil and tulip bordered walks—cunning nests of wee Easter eggs—a perky rabbit. In the seed bed the beans had just sprung up ready to discard their "baby coats" (cotyledons) when the visitors came.

The glossy, fat rabbit gave rise to a change in our refreshments. It developed that he was so because he ate foods that were good for rabbits and because he was kept so clean; the little beginners would be so hungry a mid-morning lunch should be better than ice cream. Our menu became a glass of milk with a generous egg sandwich. The home economics teacher gave us the recipe and supervised the preparation of the sandwiches early Easter Monday, the day the guests arrived.

The activities in detail follow with the definite standards of attainment (objectives), materials, and procedure.

SUMMARY OF ACTIVITIES, SPECIFIC OBJECTIVES, MATERIALS, AND PROCEDURE:

Activity One: Deciding on a program for an Easter party which would effectively entertain the beginners. *Objective:* To work out a varied, interesting, appropriate Easter program suited to these visiting beginners, which will show them the types of work we have been doing and which will stimulate their hearty participation and enjoyment. *Materials:* See each item below. *Procedure:* Asked pupils to suggest what they would like to have in the program. Wrote items on board and had children to pick out four of the best. Had children with teacher to add any new ideas that would help to make it an enjoyable program. Had programs that children have brought to school. Best ones selected. Reported to the class and the teacher adding items the pupils liked. Led pupils to see need for selecting the best of these. Decided on materials needed and time to get ready each item.

Activity Two: Making drawings of rabbits, chicks, and eggs for the border and constructing a basket for the favors. *Objectives:* (1) To make a border of rabbits, chicks, and eggs, which are lifelike in shape and which are beautiful in color; (2) to make a neat basket strong enough to hold a few candy eggs; (3) to please visiting children with the decorations in whole room. *Materials:* Real rabbits, eggs and chicks; pictures of drawings made by others; pictures of rabbits, eggs and chicks in lifelike poses; drawing and construction paper; painting materials; standards for judging drawings; standards for governing right proportions and colors of rabbits and chicks; standards for decorating room. *References:* The Classroom Teacher, Vols. IV, V; Denison's Easter Book, Practical Drawing Books; Normal Instructor, Easter Number, 1929; Child Life, Easter Number, 1927; Easter Entertainments for Little Folks, J. S. Latta Co., Huntington, W. Va.; Primary Education, March, 1926; Progressive Teacher, April, 1930, p. 19; Art in the Elementary School—Mathias; How Children Learn to Draw—Sargent and Miller. *Procedure:* Discussion of kind of room they think would be most appropriate for an Easter party and most pleasing to visiting children. Children made reports of what they saw when they visited other rooms. Teacher and children evaluated these, deciding which of these things they would use in decorating their room. Pupils suggested where they could get additional ideas for decorating room. Teacher suggested additional things they might use. Divided the class into groups to find out these things. Each group reported to the class and the teacher added items the pupils failed to give. Pupils led to see the need for selecting the best of these. Pupils (aided by teacher) decided upon standards: (1) have colored objects which look pretty together in the same section of the room; (2) have a few of the best objects on display; (3) select burlap which will look pretty with drawings; (4) place baskets where visitors can see them easily. Pupils worked in groups arranging material attractively. Aroused pupils' interest in drawing through a desire to make their drawings attractive to the visitors. Had pupils suggest what they would like to draw. Teacher and pupils discussed and evaluated these suggestions. Pupils discussed the kind of drawings the visitors would like. Pupils suggested additional places where Easter drawings may be found. Teacher suggested additional sources. Children made drawings according to their best knowledge. Children and teacher judged drawings according to standards set up.

Activity Three: Making the Easter Garden. *Objectives:* (1) To have the sandtable reflect the spirit of Easter, the season of flowers; (2) to have the sandtable show usefulness in addition to beauty by having a section for zinnias and beans. (This section was later separated.) *Materials:* Drawing materials: construction paper, colors, paste, scissors, etc., for garden seats; clay for rabbit, ducks, and chicks; shellac for clay and paper objects; story books containing stories related to Easter; magazines—Easter numbers; seed catalogs; holiday cutouts—Easter sections; experiences and pictures as to Easter sandtables and real gardens they have seen; stories centered around the Easter garden idea. *References:* Milton Bradley, Atlanta, Ga.; Gray and Creech, Winston-Salem; Practical Drawing Co., Dallas, Texas; Classroom Teacher, Vol. 4, Child Life, March, 1926; Normal Instructor, April, 1928, Progressive Teacher, April, 1929; Primary Education, March, 1929, American Childhood, March, 1925; School Arts Magazine and Youth's Companion, April, 1928. *Procedure:* Placed pictures and stories of sandtables and gardens in a prominent place in the classroom where they would attract attention. Allowed interest and curiosity to develop naturally. Guided the discussion to secure, as much as possible, the present level of pupils' experiences. Led them to ask questions which they wished to raise regarding further information. Had the children, with the teacher, set up plans from suggestions made in the discussion: (1) place rabbits near carrots; (2) place colored eggs in baskets on rabbits' back; (3) place chicks in green grass; (4) near by chick, place eggs in nest. Had special group committees to be responsible for various natural flowers. Had children make a study of forms, color and proportion of objects to be used. Worked out in detail with them the specific steps needed in actually making them. Secured suggestions from pupils as to best articles and their arrangement on the sandtable. Had children arrange the sandtable and judge the effect of the finished garden.

Activity Four, Five and Six: Securing a number of Easter stories, poems, and songs that would interest the visitors. *Objectives:* (1) To find a story containing language expressions the visitors would understand and full of action, feeling, and humor to be read; (2) to find a song (or two) to be sung and learn to sing it well; (3) to find a poem or two to be read well to visitors. *Materials:* Stories told by teacher—"The Coming of Spring," "Proserpina," "The Little Red Hen," "The Lost

Egg," "The Easter Rabbit"; poems—"What Does Little Birdie Say?," "The Kite and the Butterfly," "An Easter Surprise," "Daisies," "Market Square," "Daffodowndilly," "The Wrong House"; music—"A Surprise," "Little Sister's Lullaby," "The Violet." *References:* Bailey and Lewis—For the Children's Hour; Bailey and Lewis—Merry Tales; Bailey—Tell Me Another Story; Bailey—Friendly Tales; Evans—Worthwhile Stories for Every Day; Child Life Magazine, April, 1929-30; Pictures to Illustrate Easter; Experiences of Visiting Pupils; Grade Teacher, April, 1930; The Progressive Teacher, April, 1930; American Childhood, April, 1930; The Pathway to Reading—Cateman; When We Were Very Young. A. A. Milne; Progressive Music Series, Books I, II. *Procedure:* Led children to suggest the kind of story, poem and song the visitors would be interested in. Children brought in Easter stories they have read or heard read from books or magazines (environment arranged by teacher); also encouraged original stories. Pupils reported to class on different stories. Led pupils to see the need for selecting the best of these stories (pupils and teacher set up standards for selecting the best story). Had pupils and teacher select the story according to the standards set up; (1) start with something that visitors know about and are interested in; (2) keep before you one important thing you want them to know about and remember; (3) have interesting, funny happenings and stunts in story; (4) leading up to an exciting point and closing story.

Activity Seven: Planning the games. *Objective:* To plan and work out appropriate Easter games which will be full of action and fun and which the visitors can understand and play well enough to want to join in the play. *Materials:* Judgment and play experience of first grade children; A list of games—Games for Children's Parties—pp. 446-448, Bancroft; Pictures of children playing games; Story plays by Lewis C. Wright, pp. 94-95-126; Normal Instructor and Primary Plans, April, 1930, plate 2; Books and Magazines Containing Easter Games—Graded Games for Rural School, by Ross, 1-14; Woman's Home Companion, Jr. Department, April, 1930. *Procedure:* Teacher found out what members of her class had brothers and sisters coming and what games they played. Decided all the children should take part in the game and the game should be one they knew. Decided on the "Rabbit and the Tree" as the game to be played. Practiced the game until it was learned thoroughly and several children could lead it. Decided on Egg Hunt Management and practiced with peanuts.

Activity Eight: Bringing and dyeing eggs for hunt. *Objective:* To dye eggs beautifully and smoothly. *Materials:* Red, yellow, blue, orange, green and purple dyes; five dozen eggs; six big kettles; six large ladles for placing in and removing eggs from kettle; directions for dyeing. *Procedure:* Collected eggs donated by class members; decided on colors and divided class into six groups; teacher demonstrated and the class watched; class dyed remainder of eggs.

Activity Nine: Preparing refreshments. *Objective:* To prepare a wholesome, healthful, enjoyable lunch. *Materials:* Two and one-half dozen eggs; six loaves of bread; 60 pints of milk; 60 napkins; 60 straws. *Procedure:* Decided to serve milk with egg sandwich; had Home Economics teacher talk and demonstrate; estimated cost and prepared bill for the county superintendent; divided up work among committees for preparing food, for serving, for greeting, for acting as hosts and hostesses at each table; practiced seating guests first; practiced serving to the left (milk and sandwiches); prepared sandwiches; decorated napkins with Easter chicks; folded and placed them correctly.

Activity Ten: Practicing the program to insure effective presentation of the whole party. *Objective:* To practice and prepare, according to group standards set up by the pupils and teacher, all the features that go to make up an enjoyable Easter party and to check carefully up on the extent to which we approach these standards in each of the things we need to know and do at the party. *Materials:* Indicated above. *Procedure:* Children from second grade played guests; committee received guests at doors; committee showed display of work; committee invited visitors to seats. Standards of conduct to be used during programs were set up—(1) see that everyone has a chair, (2) play with everyone, (3) take them to rest room, (4) let them wash their hands; rehearsed program; children demonstrated best way to serve refreshments and bid their guests good-bye. Gave the following program:

The Little Red Hen (story told with dramatic reading of parts)

Mid-morning Lunch

- | | |
|--------------------------|--------------------------|
| a. A Surprise (Song) | Class |
| b. The Rabbit (Poem) | Pupil |
| c. Informal Conversation | Host or Hostess at Table |

Our Work by a Committee (horder, sandtable)

Visitors Colored Rabbit or Chick

Play Games and Have Egg Hunt

SOME EVIDENCES OF GROWTH IN RESPONSES WHICH HELP ONE TO GET ON BETTER WITH HIS FELLOWS:

Teamwork in planning and presenting the program and in planning and serving the refreshments.

Working quietly together while using others' materials (such as paste, scissors, etc.). Responsibility for such tasks as decorations, entertainment and social committees assigned to groups.

Judgment in selecting by definite standards for the best drawings for the room the most interesting story and the most able story-teller.

Self-reliance in entertaining the expectant visitors.

Self-expression in planning the program.

Neatness in work such as drawing, written work, and decorations.

Cleanliness in care of paste and scrap paper and special attention to clean hands and dress while serving refreshments.

Politeness to visitors as hosts and hostesses.

SOME EVIDENCES OF GROWTH IN MASTERY OF FUNDAMENTAL TOOLS OF LEARNING:

- The enjoyment in reading stories of rabbits and chicks.
- Reading stories quickly in order to get main thought of each story.
- Better technique in the expression of pupil's experience and reciting that which pupils have read.
- Better understanding of the harmony of color.
- Better construction of objects for the sandtable.
- Better understanding of numbers and their uses in planning and serving of guest.
- Better knowledge of bringing work up to standards made by children.

SOME THINGS THE CLASS SAW GREATER NEED FOR:

- Further practice to secure complete learning.
- Further reading for speed, accuracy and thought.
- Further knowledge of art principles to insure harmony in other work.
- Further knowledge of games and the best ways to play them to get enjoyment.
- Further information so as to be at ease at social occasions outside of school.

SOME RESULTING INTERESTS WE COULD HAVE PURSUED PROFITABLY:

- Poultry unit.
- Nature study as to early spring flowers.
- Art exhibit of work done by first grade pupils.
- May Day festival including games, exercises and dramatization on first grade pupil's level.
- Pageant of the Spirit of Easter.
- Chapel programs given, showing costumes for school, for play and parties.

- D. MAKING REMEMBRANCE CARDS AND PRESENTS (Christmas, Thanksgiving, Easter, Valentine, Mother's Day, etc.)—Looking at samples; talking about colors, shapes, pictures, verses related to the subject; planning original ones; printing (if any); making envelopes; building a post office for mailing the cards; visiting real post office and an airport to see arrival of mail plane; building a post office using large blocks, boxes or tables; building windows for buying stamps; making mail boxes; making a bag and cap for postman; making a mail truck or car; mailing the cards; playing postman by turns; collecting stamps; making rural mail boxes; making streets and names; numbering desks for houses or boxes.

Poems: Stevenson's "The Cow of Bouton's," "The Policeman"; Wynne's "The Postman"; Rosette's "The Postman."

Music: Progressive Music Series, Book One, "Postman," "Valentine," etc.

Books and Stories: *Child Story*, *First and Second Readers* (Lyons); *The Happy Children Readers* (Ginn); *Child's Own Way Reader*; *Friends to Make*; *New Stories*; *Open Door Language*, Book III.

- E. DRAMATIZING RIGHT WAYS OF BECOMING CHARMING SOCIALLY—e.g., Going to church, theater; receiving guests; listening to right ways told by teacher and pupil or watching her do it; looking at pictures; playing various parts; costuming (if desired); making scenery (if desired); selecting the cast from those who play best; presenting the play. *Open Door Language*, Book One, Chapters I, II, III, IV.

F. CELEBRATING GEORGE WASHINGTON'S BIRTHDAY

- Looking at Washington's pictures.
- Looking at pictures of soldiers.
- Looking at pictures of the present president of the United States.
- Observing, discussing and saluting the flag.
- Memorizing a simple flag rhyme.
- Listening to The Star Spangled Banner.
- Planning costumes for a parade.
- Decorating the room.
- Hearing stories of his childhood and youth.

G. CELEBRATING MAY DAY

- Hearing stories, songs and poems of May Day.
- Planning the May Day festival.
- Planning the processional.
- Choosing the queen (by good citizenship standards).
- Making plans for crowning.
- Choosing someone to crown her.

Choosing attendants.

Learning a May Day song to sing at the festival.

Choosing suitable songs (e.g., spring songs).

Dancing simple ring dances or games.

Working out and learning a May-pole dance so simple that all may participate.

Gathering or making flowers.

Making wreaths, a crown, garlands, standards, the throne.

Making baskets to hang on doors.

Gathering flowers and filling the baskets.

Hanging baskets on the doors of the schoolrooms, the principal's office, and those of neighbors.

H. TAKING EXCURSIONS TO NEIGHBORHOOD PLACES (See General Discussion of Method.)

Discussing reasons for taking the excursion.

Setting up standards of proper conduct.

Getting the principal's permission.

Getting the permission of the managers or owners of any private property to be visited.

Making the trip and collecting any desired information.

Relating experience in oral and written form.

Reference for Pupil: Trips to Take (Johnson), etc.

I. PLANNING A PICTURE OR PUPPET SHOW (See Course of Study in Health.)

J. PLANNING A READING PARTY (See Courses of Study in Reading and Language.)

K. MAKING KITES, BOATS OR AIRPLANES

Picture books and stories—A limited suggestive list of reading materials:

Dobias—The Picture Book of Flying, Macmillan.

Hader—The Picture Book of Travel, Macmillan.

Read—An Airplane Ride, Scribner's.

Read—An Engine's Story, Scribner's.

Read—A Story About Boats, Scribner's.

L. STUDYING AND ILLUSTRATING THE WORK OF ALL OF THE COMMUNITY HELPERS—Baker, milkman, grocer, farmer, dairyman, patrolman, etc., after some such manner as this—Outline for studying the baker:

Studying and collecting pictures.

Discussing value and labor involved.

Getting permission from principal and baker to take trip.

Planning a trip to bakery by street car, private car, highway or cross country hike.

Observing traffic rules.

Introducing themselves and getting instructions.

Introducing an idea of steps in bread-making: mixing the dough; kneading the dough; allowing the dough to rise; carrying the loaves on belts to the oven; placing the loaves in the oven by means of a large wooden shovel; wrapping the bread in waxed paper; making bread; accepting gift of bread; writing "Thank You" letters to baker; discussion of trip; recording experiences in a booklet, play, frieze, picture show, etc.

NOTE: Social Science Readers (Scribner's) make good collateral reading.

M. STUDYING CHILD LIFE IN PIONEER AMERICA AND OTHER LANDS. (See State courses of study in history, geography, and civics, 1923; Open Door Language, Book One, Chapter V; Ann Arbor, Mich., Course of Study in Social Studies; State Approved Library List for Elementary and High Schools. For a limited cross section of reading, see page 461.)

N. DEVELOPING PUPIL SELF-GOVERNMENT IN HABITS AND STANDARDS OF CONDUCT

1. Through clubs.
2. Through self-measuring of citizenship practices (see page 486).
3. Through routine and unusual life situations in the school schedule as illustrated in the following records of typical teaching units and those given in connection with the Course of Study in Health.

"OUR NEW SCHOOL"*

A. SITUATIONS SUGGESTING ACTIVITY:

1. A desire to know our new building, a gift to us from the people of the community.
2. A wish expressed by the children of first grade that their parents might know all about our new school, especially our own rooms.

B. STATEMENT OF PROBLEM TO BE UNDERTAKEN:

1. A party to be given the parents, with a booklet, "Our New School," as a souvenir.

C. TEACHER'S OBJECTIVE IN USING PROJECT FOR GROWTH AND DEVELOPMENT OF THE CHILD:

1. Development of civic pride in such an addition to our campus and community.
2. Respect and appreciation for those who made our new school possible.
3. A feeling of personal responsibility for proper care of our building.
4. To further cooperation in our form of school government.
5. To enlist the interest and cooperation of parents.
6. To vitalize required work in language, art, reading, and other regular school subjects.

D. PLAN OF WORK TO CARRY OUT OUR PROJECT:

Suggestions from children growing out of class conference and discussion:

1. To visit different parts of the building to learn more about it ourselves.
2. To tell parents about it.
3. To write down what we want them to see especially.
4. To draw a plan of our own room.
5. To invite parents to visit the new building.
6. To decide how to make our room more attractive.
7. To put plans and writing into a book.
8. To have a party for the mothers (to see our room, to meet teachers, to know each other).
9. Plans for the party.
Entertainment—readings, songs, a play.
Refreshments—tea, sandwiches, mints.
Decorations—flowers, pictures, place cards, baskets for mints, souvenirs.
Give booklets, "Our New School," as souvenirs.
Contents of booklets suggested as the project grew.
 - a. Picture of new building from newspaper.
 - b. Plan of our five rooms.
 - c. Rule for keeping materials in order.
 - d. How to decorate our room.
 - e. Gifts to our room.
 - f. "Birthday" wishes for the new building.
 - g. How second grade children should act.

E. TYPES OF EXPERIENCES—Subject Matter Outcomes.

1. Arithmetic.
Measurement for book covers—use of one inch and one-half inch.
Proportion, spacing, arrangement in lettering on cover design.
Use of terms square, rectangle, twice as long, etc., in discussing plans of room.
The idea of drawing to a scale.
Number on doors of rooms and offices were read and written when children were taken on an excursion around building. Later some were sent to various rooms with messages.
Measuring and sewing chair covers.
2. Art and Handwork.
"Our New School" booklet.
 - a. Cover design—lettering cut out and pasted.
 - b. Selections of colors for cover and lettering.
 - c. How to tie in leaves, using three-hole tie.
Baskets for mints at party.
 - a. Folding square basket, green, with handle.
 - b. Cutting "pumpkins" to paste on two sides.
Place cards for party.
Columbus boats—"The Santa Maria."
White background, blue sea, black ship.
Print "Mother" on back, also children's initials.
Chair covers of flowered cretonnes measured and sewed.

*Myrla Morris, Critic Teacher, N. C. C. W.

3. Spelling and Writing.

Pages of booklet.

Page 1. Picture of school from newspaper.

Page 2. "We have a new school building."

Page 3. "The Second Grade has five rooms."

Page 4. "We made a plan."

Page 5. The plan.

Page 6. "We will keep it clean." "We will put up pictures."

Page 7. "We will bring flowers." "We will put things in the right place."

Printed names of rooms on plan.

Copied a page a day to put in booklet.

Invitations to parents to party.

Letters of thanks for gifts for our room.

SAMPLES OF LETTERS

Dear Mother:

Come to see our new school. We have made a plan of our rooms.
Second Grade.

Dear Mother:

Come to our party—at three o'clock.

Second Grade.

Dear Mrs. Sutton:

We thank you for the flowers for our Mother's party.

Second Grade.

The words italicized were used for spelling drill, one a day for three weeks with a daily review of old words.

4. Reading.

- a. A chart was printed of "Rules for Our New School" as suggested by the children. This was typewritten and pasted in the booklet.

RULES FOR OUR ROOM

Pick up our chairs the best way.

Put our chairs down right.

Do not run in the halls.

Wait our turn politely.

Get in line to wait our turn.

Stop, look and listen at signal, "Attention," or sound of triangle.

Never walk in front of class or visitors.

Use the right door.

Try to keep voices soft.

Do not talk when it disturbs others.

Look and listen when anyone is speaking to us.

Follow rules for care of toilets and wash basins.

- b. The birthday wishes were dictated to the teacher, typewritten and pasted in the booklet.

WISHES FOR OUR NEW BUILDING

We wish it wouldn't burn up.

We wish that no one will break windows or doors.

We wish no one would mark the walls.

We wish everyone would help to keep it clean.

We wish all will help to keep it beautiful.

We wish all the children will be happy.

We wish the college girls will enjoy their work here.

- c. Preparation of stories to be read to mother's at the party. One selected from each group of readers by vote of his class.
5. Language.
- a. Many opportunities for contributions of ideas, for organization of suggestions, for judgment and decisions (as outlined under IV).
- b. Working up a simple play from their reading of library books.
- c. See also under spelling and writing.
6. Music.

Songs from regular class work that "mothers will like."

F. HABITS IN WHICH THE CHILDREN HAD PRACTICE:

Perseverance over a long period of time.

Working toward a definite goal.

Group work—coöperation.

Observation of detail.

Responsibility for success of books and party.

Ability to follow directions.

Accuracy and neatness.

Orderliness, care of property.

Correct forms for oral expression of ideas.

Self-control in keeping quiet, in walking through building.

Consideration of others, taking turns, etc.

G. ATTITUDES IN WHICH CHILDREN HAD PRACTICE:

Happiness in work and spirit of helpfulness.
 Satisfaction in doing something worthwhile.
 Responsibility for care of school building, for our room, for mother's party.
 Pride in participating in making and keeping rules of school, in planning and giving party, in care and beautifying our room.
 Respect for school property and rights of others.

NOTE: The activity units listed below have been tried out by the Raleigh Public Schools and seem to have supplied natural situations for mastering needed civic information, practicing desirable habits, and inspiring worthy ideals and attitudes. Bulletins giving details may be secured at cost by writing Miss Mildred English, Assistant Superintendent, Raleigh Public Schools.

First Grade

- (1) Playhouse
- (2) Barnyard
- (3) Garden

Second Grade

- (1) Play City
- (2) Farm
- (3) Store

Third Grade

- (1) Library
- (2) Toy Shop
- (3) Indians

Fourth Grade

- (1) Circus
- (2) Birds
- (3) A Museum

Fifth Grade

- (1) Raleigh and Wake County
- (2) Study of Oak and Pine Trees
- (3) Banking

Sixth Grade

- (1) School Newspaper
- (2) North Carolina
- (3) Study of City Water System

Seventh Grade

- (1) Health
- (2) Transportation
- (3) Ways of Communication

Information and Understandings That Should be Obtained by the End of the Third Grade

People must work together to obtain food, clothing, shelter, and to be comfortable and happy.

The home is dependent upon the farmer, the farmer upon the home, the factory upon home and farmer, etc.

The meaning of Thanksgiving and Christmas.

The idea that time passes and conditions have changed with the passing of time.

The topographical features of his neighborhood—valleys, hills, rivers, creeks, etc.—and the location of roads or streets, public buildings, etc.

A slight acquaintance with the following heroes: George Washington, Abraham Lincoln, Robert E. Lee and any local hero or tale of heroism.

Home life is different according to time and place.

Facts covering services, dependence, interdependence, and duties about the following workers: the farmer, the trucker, the dairyman, the milkman, the grocer, the patrolman, the policeman, the highway repairers, street cleaners, garbage collectors, laundryman, postman, clerk in store, janitor, school principal.

SAMPLE OUTLINE OF CONCEPTS

The Postman or R. F. D. Mailman

Services: Brings letters and packages from post office, takes letters to the post office regardless of weather, cares for mail.

Individual's Duty to Postman:

- To respect the service and the one who renders it.
- To treat him with courtesy.
- To answer his questions promptly and courteously.
- Avoids unnecessary complaint.

The Postman's Duty to the Community:

- To be honest in word, in time, and in making deliveries to and from the post office.
- To be faithful in doing his work.
- To be clean and neat.
- To be polite.
- To keep his goods in an orderly pack.

References for the Pupil: See "State Approved Library List" and list at end of this section.

References for the Teacher: See list at close of this section.

Beeby. *Community Life Today* and in *Colonial Times*. Charles E. Merrill.

Dunn. *The Community and the Citizen*. Heath.

Judd and Marshall. *Lessons in Community and National Life*—Series A, B, and C. Government Printing Office, Washington, D. C.

GRADES FOUR AND FIVE

Text: No text required for pupils.

Time Allotment: See General Introduction and page 439.

Specific Objectives:

To supply such experiences as will give pupils information and understandings of individual and group behavior that increases human efficiency and happiness in the home, school, and local community.

To help them develop skill in solving civic-moral problems.

To inspire in them a dynamic desire for good behavior as opposed to bad.

To furnish opportunities for practicing good habits and attitudes in and out of school.

Suggested Procedure and Content for Fourth Grade

A. MAKE A STUDY OF PUBLIC SERVANTS

1. The Policeman or the Constable
 - a. Use stories of their heroism.
 - b. Develop idea of services: protects homes, gives fire alarm, keeps watch on street or highway, reports landslides, cave-ins, etc., protects at street or road crossings.
 - c. Develop idea of how we may aid the policeman or constable. (See Traits of Coöperation, Courage, Responsibility in connection with community, pages 437-438.)
 - d. Develop ideas of why the policeman or constable succeeds.
2. The Fireman (if any) and Prevention of Fires (Get material from North Carolina Department of Insurance. Follow same general plan as suggested for the postman.)
3. The Postman or Mail Carrier (R. F. D.)
 - a. How often he comes; how his day is spent.
 - b. The post office and the work of sorting, stamping, etc.
 - c. The story of a letter-writing, posting, collecting, stamping, its travels, restamping at destination, final delivery.
 - d. Why he is a success.
4. The Street Cleaner (if there is one) or Sanitary Inspector (Follow same general plan as suggested for the postman.)

B. MAKE A STUDY OF PUBLIC UTILITIES

1. The government, food, and food producing occupations.
Review sources of food.
How does the government protect the food supply? (Examine labels or canned goods, flour, etc.; interview grocers and storekeepers; watch the process of pasteurization and inspect the premises of dairies, etc.)
Review idea of interdependence of the farmer, storekeeper, dairyman, etc., through units studied in geography and health courses.
Prepare probable life histories of typical foods common to community (e.g., certain vegetables) and those not common (e.g., sugar).
Teach thrift, conservation and gratitude as relates to food. (See Specific Objectives.)
2. Water
In the country: (See Course of Study in Health Education.)
How do people get their supply?
What precautions should they take to keep it pure?
In the city: Find out source of supply, ownership, how it is kept pure, regulating rules, how to save the supply; what would happen if the supply gave out (soiled clothes, homes and persons; no cooking, thirst, dirty streets; parched lawns; dry hydrants);

visit the source of supply; trace water by an illustrative map from source to home; purify some water; find out how the work and plant are paid for; set up rules to follow for conserving water and making it safe.

3. Light (Follow same procedure.)
4. Fuel (Follow same procedure.)
5. Clothing (If there is a factory in town or the community.)
The Government's relationship here is concerned with working hours for employees, conditions of heating, lighting and ventilation under which they work.
6. Telephone (This may be developed in lower grade to advantage.)
Story of invention or introduction to the community—write Bell Telephone Company for their materials.
Its usefulness.
A visit to telephone exchange.
Any town or regulations of telephone company.
Courteous telephone relationships. (Open Door Language, Gr. V.)
7. Transportation
 - a. Streets or Roads—Who is responsible for cleaning, paving, dragging, repairing, parking?
 - b. Railroads and Busses—Ownership, regulations governing, services rendered by each?
 - c. Other forms of transportation.
 - d. Relationship of all these to Coöperation, Responsibility, Self-Control, etc.

References: Open Door Language, Grade Four, Chapters I, II.

See State Approved Library List for Elementary and High Schools. "Mainstreets of the Nation," Bureau of Education, Bulletin No. 38, Dept. of Interior, Washington, D. C. 10¢.

Maps and pamphlets from North Carolina State Highway Commission, Raleigh, N. C.

8. Health (See Course of Study in Health Education.)
9. Library (Follow same general plan as suggested for telephone.)
10. Playgrounds or Parks (Follow same general plan as suggested for telephone.)

C. PRACTICE TRAITS in school, home, and community situations as suggested by those set up as specific objectives and the needs of the individual pupils and group as a whole. Check for growth. (See pages 486-489.)

D. ADAPT ACTIVITIES SUGGESTED FOR LOWER GRADES TO THIS LEVEL (e.g., The story of the American flag. Open Door Language, Grade V, Chapter VIII.)

E. CONTINUE STUDY OF CHILDREN OF OLDEN TIMES AND OTHER LANDS, EMPHASIZING HOME LIFE

REFERENCES:

Organization and Method

Outline for geography in North Carolina State Course of Study, 1923—p. 434. (Secure from County Superintendent.)

Social Studies in the Public Schools—Grades 3-6. Board of Education, Ann Arbor, Mich. \$2.50. (Excellent)

Curriculum Making in the Elementary Schools. Bureau of Publications, Lincoln School, Columbia University, New York City.

Sources of Information for Teacher and Pupil

Book of Knowledge.

Compton's Pictured Encyclopedia.

Stoddard's Lectures on Travels Abroad and in America.

World Book (encyclopedia).

Andrews. *Little Journeys Series*. Ginn.

Aitchison and Utley. *Across Seven Seas to Seven Continents*. Bobbs.

Allen, N. B. *Geographical and Industrial Studies of U. S. How and Where We Live*. Ginn.

Barrows and Parker. *Journeys in Distant Lands*. Silver. \$1.28.

Barrows and Parker. *United States and Canada*. Silver. \$1.48.

Barrows and Parker. *Europe and Asia*. Silver. \$1.48.

(20% discount.) (Excellent, with many suggested sources.)

Beuret, G. *When I was a Girl in France*.

Brown. Spain and Peeps at Many Lands. Macmillan.
 Carroll. Around the World. Silver, Books 1-5.
 Chamberlain. How We Are Sheltered. Macmillan.
 Carpenter, F. G. Around the World With Children. American.
 Carpenter, F. G. Europe. American.
 Carpenter, F. G. How the World is Housed. American.
 Carpenter, F. G. The Houses We Live In. American.
 Department of Conservation, Raleigh, N. C.—Common Trees of North Carolina.
 Fox. Indian Primer. The Cliff Dweller. American.
 Fairgrieve and Young. Homes Far Away. Appleton.
 Holmes, Burton. Egypt. Wheeler.
 Holmes, Burton. Japan. Wheeler.
 Holmes, Burton. India. Wheeler.
 Mackler-Ferryman. Norway. Peeps at Many Lands. Macmillan.
 Mills, E. A. The Story of One Thousand Year Old Pine. Houghton.
 Packard and Sinnott. Nations as Neighbors. Macmillan.
 Perdue, H. A. Child Life in Other Lands. Rand.
 Pinchot, G. Primer of Forestry. U. S. Dept. of Agriculture, Washington.
 Winslow, I. O. Spain and Portugal. Doubleday.
 Winslow, I. O. Europe. Doubleday.
 Maddox and Parkins. Our Trees and How They Serve Us. Scribner's.
 Mirick. Home Life Around the World. Houghton.
 Redway. All Around Asia. Scribner's.
 Hoke. Lands and Life. Russia and the Old East. Johnson.

Related Stories

Bates. In Sunny Spain With Pelarica and Rafael.
 Bayliss. Lolami, the Cliff Dweller.
 Cannon. The Pueblo Boy.
 Clay. When I Was a Boy in Norway.
 Dopp. The Early Cave Man.
 Dopp. The Later Cave Man.
 Dopp. The Tree Dwellers.
 Kaleel, M. When I Was a Boy in Palestine.
 Mansfield, B. Our Little Dutch Cousins.
 Maguire. Two Little Indians.
 McManus, B. Our Little French Cousins.
 Olmstead and Grant. Ned and Nan in Holland.
 Perkins, L. F. The Dutch Twins.
 Perkins, L. F. The Japanese Twins.
 Perkins, L. F. The Eskimo Twins.
 Perkins, L. F. The Filipino Twins.
 Perkins, L. F. The Cave Twins.
 Smith. Hawkeye and Little Hiawatha.
 Sakae, S. When I Was a Boy in Japan.
 Snedden. Docas, the Indian Boy.
 Sugimoto and Austen. With Taro and Hana in Japan.
 Wade, M. H. Our Little Jewish Cousin.
 Wade, M. H. Twin Travellers in the Holy Land.

Related Pictures

A Reading from Homer. Alma Tameda.
 The Storage Room. De Hooch.
 A Dutch Interior. De Hooch.
 Belgian Farm. Eugene Kampf.

Related Poems

Selections from Stevenson's "A Child's Garden of Verse," such as "Foreign Children," "My Kingdom," "The Little Land," "To My Name Child."
 Literature and Living. Lyman and Hill. Scribner's. Part I. Making Homes.
 Poems for Children. Books I-VI. Iroquois.
 Taxis and Toadstools. Field. Doubleday.

Guides to Related Industrial and Fine Arts

Bonser and Mossman. Industrial Arts for the Elementary Schools. Macmillan.
 Mathias. Art in the Elementary School. Scribner's.

Related Illustrative Material

National Geographic Society, Washington, D. C.—pictures of homes, such as a Philippine bamboo house, a miner's cabin, an African grass house, a sod home, colonial homes, Japanese pergola, Mexican adobe, Italian villa, Spanish court, ancient castles, New York apartment, etc. (Back numbers of the *National Geographic* may be secured at very low cost. These afford excellent illustrations for many other things.)
 Pictures from *New York Times Sunday Supplement*, and other newspapers.
 Pictures from current magazines.
 Bulletin—Illustrative Free Material, price .20—Miss Lillian Smith, Murphy, N. C.
 Metropolitan Museum of Arts, New York City—picture postcards at low prices.
 American Brick Association, 1737 People's Life Building, Chicago. Bulletin—The Story of Brick (free).
 American Portland Cement Manufacturers, 115 West Washington St., Chicago. Bulletin—Course in Concrete.
 Long-Bell Lumber Co., Kansas City, Mo. From Tree to Trade.
 Public Domain Commission, Michigan. Mosher's "Forest Study in the Primary Grades."

F. EMPHASIZE BIOGRAPHY

See State Approved Library List for Elementary and High Schools and survey state recommended books for such material as is contained in these references:

Pathway to Reading, page 200, George Washington and the Colt (Honesty of word); page 202, Rosa Bonheur (Persistence until goal is reached.)

Everyday Classics (Fourth Reader), page 179, Benjamin Franklin. (Industry in work.)

Elson Reader, V, page 25, How Roosevelt Overcame His Handicap. (Pluck—perseverance in spite of one's physical handicaps.)

Suggested Content and Procedure—Fifth Grade

A. STUDY HOME RELATIONSHIPS IN SPECIAL DISCUSSIONS—e.g., Chapel and on such occasions as suggested in the Open Door Language Series, Grade V, Chapter VI.

B. MAKE A STUDY OF AGENCIES THAT PROMOTE SOCIAL WELFARE

1. A more thorough study of post office
 - a. Real owners of post office.
 - b. Local operators and work of each.
 - c. Work of various departments, stamps and stationery, parcel post, registry, money order, postal savings, special delivery, air mail.
 - d. Expenses of the postal department—for building, postmaster, clerks, sending mail, city and rural delivery.
 - e. Meeting expenses.
 - f. How to assist the postal servants
 - (1) Sealing letters neatly and carefully.
 - (2) Wrapping packages durably and securely.
 - (3) Writing plainly.
 - (4) Being sure address is correct.
 - (5) Putting on return address (discuss Dead Letter Office).
 - (6) Mailing early.
2. The county courthouse and city hall—location, titles and names of officials, duties and pay.
3. The city and county plan for education.
4. Any clubs for hobbies, etc. Gardening, pig, poultry, music, etc. Sources of information: Interviews with officials and references on page 491.

C. PRACTICE TRAITS in home, school, and community as suggested under Specific Objectives and by the needs of individual and group. Check for Growth. (See pages 486-489.)

D. ADAPT ACTIVITIES SUGGESTED FOR LOWER GRADES TO THIS LEVEL

E. EMPHASIZE BIOGRAPHY. (See State Approved Library list and basal and supplementary texts for such material as contained in The Elson Reader, V—*Boyhood of Lincoln*—the man who said, "I will get ready and some day my chance will come," and *The Whistle*, which teaches the worth of time and money.)

See 1923 Course of Study in Geography and History for procedures which contribute to understandings leading to appreciations of the broader communities of the nation and world.

Civic Information and Understandings to be Gained

This is implied in material under Suggested Procedure and Content.

References for the Pupil

See State Approved Library List for Elementary and High Schools and list at end of course.

References for the Teacher

See general list at close of this section.

GRADES SIX AND SEVEN

Text: No text required for pupils.

Time Allotment: See General Introduction and page 439.

Specific Objectives:

See those listed for Grades Four and Five.

To extend information and habits and attitudes to include the more remote communities of the state and nation.

To give each pupil as broad an understanding as is practicable, of the basic occupations, and to show the close interdependence of individuals and of groups who carry forward the world's work in pursuing these occupations.

To see that each pupil has information regarding the occupation or occupations which especially interest him, and that it includes facts about standards of preparation for success in it, about its advantages and disadvantages, the need of such workers, the importance of careful choice of an occupation, etc.

NOTE: The work of these two grades from the standpoint of citizenship should leave the child with a fairly good understanding of

1. Local, state, and national history and geography.
2. The actual and potential vocational opportunities offered by the local community, as it relates first to school life and second to life out of school and necessary training.
3. Nature and services of political units.

Suggested Procedure and Content

For the present the geography and history courses as outlined in the 1923 Course of Study take care of the first item referred to in preceding note. It is planned that a full revision of these two courses be worked out in the next two years. Suggestions for the other two items are given here:*

EDUCATIONAL AND VOCATIONAL GUIDANCE

Note of explanation: This unit is not a course in vocational training. Its purpose is to supply the teacher with a guide for crystallizing life motives that will tend to increase the desire for further training. It presupposes wider experiencing in activities suggested for lower grades. It is a means of strengthening desirable attitudes that should be suggested by a study of work of the people of the immediate community, of supplying information about work of world beyond the child's immediate horizon, of opening up to him a variety of vocational opportunities permitting choice and self-direction. Where sixth and seventh grade pupils are working happily and have the mental ability to continue, the vocational need is usually that of information, not choice of an occupation. It will do pupils no harm, however, to choose tentatively, making new selections as their occupational background widens.

1. Prepare child, through regular routine, in practice of traits necessary to success and in mastery of civic information underlying practices as suggested for previous grades. This means planning how he shall use his time in the most enjoyable, profitable way, home and school chores, earning during leisure, participation in extra curricular activities.

*The material contained in this outline has been assembled principally through the efforts of Dr. O. Latham Hatcher, President of the Southern Woman's Educational Alliance, Richmond, Va., in *Suggestions for a Vocational and Information Guidance Section of a Citizenship Course for Sixth and Seventh Grade Pupils With Special Reference to North Carolina Elementary Schools*.

2. Study actual and potential occupational opportunities as they are reflected in local farming, dairying, fishing, manufacturing (types of), lumbering, dentistry, teaching, nursing, forestry, etc., according to some such outline as suggested, organized around some such central theme as "Human and Social Needs Which Our Workers Seek to Meet" or along with a closely allied project in history or geography.
 - a. General descriptions of the occupation
 - b. Divisions of field if any
 - c. Education and training necessary for success in the field
 - d. Desirable personal qualifications
 - e. Best way to enter the field
 - f. Incomes to be expected
 - g. Advantages and disadvantages of the work
3. Lead the pupils to make tentative choice of occupations—discuss why everyone should have an occupation, what he should know about it, how important to make right choice, and what further education and training are necessary.
4. Lead them to evaluate their own character qualifications for success.
5. Lead them to evaluate their own educational qualifications necessary for success.
6. Visit higher institutions of learning and occupational centers to explore facilities for training.
7. Plan a series of interviews in the various fields with best local representatives.
8. If possible and practical, make local tryouts to discover and create interests—gardening, acting as librarian, repairing school busses, etc.
9. Make exploratory visits to learn about occupations—e.g., a Saturday trip with the public health nurse for some girl interested in nursing, or a similar trip for a girl interested in that work, or visits to best operated farm, factory, craft, etc.
10. Compile individual scrapbook of a minimum of three occupations.
11. Invite a few speakers on the various occupations, especially in seventh grade.
12. Conclude study with a pageant of occupations.

SUGGESTIONS FOR A PROGRAM FOR EDUCATIONAL GUIDANCE WEEK

Monday:

- Why an Education?
- How Education Pays?
- What Elementary School Offers:
 - a. Its curriculum.
 - b. Its extra-curricular activities.
 - c. To what is it a gateway?
- Is a Boy Worth as Much as a Pig?

Tuesday:

- After Elementary School, What?
- Choosing School or Leisure Activity the Right Way and the Wrong Way.
- What I Want to Become and Why.
- Post lists of occupations and special *present* interests all classes writing about or discussing its own group of occupations.
- Speaker on Agriculture as an Occupation or Leisure Hobbies for Boys and Girls. (Someone from the vocational or other special departments—e.g., the librarian, a local florist or artist, a designer, writer, a banker, etc.)

Wednesday:

- How to Choose a College, an Interest, or Hobby, or What Has the High School to Offer?
- The Colleges in My State, or How Can I Make Myself as Good a Student as Possible, or How May I Become an Interesting Person?

Thursday:

- Vocational Colleges, Vocational Schools, Books on Developing Hobbies.

Friday:

- Discussions, Interviews and Selections of Courses, Interests and Occupations to Study and Work Out—
- Subject:
 - a. How does this apply to me now
 - b. My next step in school—interviews and discussion.
 - c. Three occupations I should be interested in looking into.
 - d. Making a scrapbook study of a vocation or interest—poetry, fashions in clothes, furniture, homes, transportation, sea life, butterflies, plants, hothouses, gardens, etc.

References for the Pupil:

Doughton—Preparing for the World's Work, Scribner's; Hill—Community and Vocational Civics; Open Door Language Series, Grade VII, Chapters II, VIII; Boyle and Saul—Rotating Plan for the Study of Occupations; Open Door Language Series, Grade VI, Chapter VIII; Gowin, Wheatley and Brewer—Occupations; Ferris-Moore—Girls Who Did; Hatcher—Guiding Rural Boys and Girls—Lesson Plans (S. W. E. A.); Barnard—Getting a Living; Jackson—What Men Do; Platt, Farnham and Sarg—The Book of Opportunities; Vocational Pamphlets of U. S. Department of Labor, Navy, and New Orleans; Lane, May Rogers—Vocations in Industry, Vol. I; Catalogs from colleges and schools of mechanics; Bulletins on Forestry, Bulb-raising, etc., from U. S. and State Departments of Agriculture; Magazines—The Trained Nurse and Hospital Review, The Journal of Business Education, The Manufacturer's Record, The Progressive Farmer; State adopted basal and supplementary texts in history and geography.

References for the Teacher:

- *S. W. E. A.—Suggestions for Guidance Programs in Rural Schools.
Bernays. An Outline of Careers, 1927. Doran.
Cases in the Administration of Guidance, 1929. McGraw.
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HOW LOCAL POLITICAL UNITS PROMOTE THE WELFARE OF ALL

1. What is a political community? A social community? A church community? A school community?
2. The various types of political units:†
 - a. School District
 - (1) Find out when the school district was formed; how large is it?
 - (2) Why are school districts necessary?
 - (3) How many officers are there in common school districts? In independent school districts?
 - (4) How are they chosen? When?
 - (5) What are their most important duties?
 - (6) Make a list of all the benefits that a district receives from its school.
 - (7) From what sources does money for the school come?
 - (8) What return can one make to his school for the benefits he receives?
 - (9) List services noted in a given time rendered by district.
 - (10) Open Door Language Series, Grades VI and VII, Making the School More Attractive.

*Southern Woman's Educational Alliance, Richmond, Va.

†Adapted from Minnesota Course of Study.

- b. Township (Study precincts also if township includes more than one.)
- (1) When was the township settled?
 - (2) How did it get its name?
 - (3) How large are North Carolina townships?
 - (4) From one of the reference books find the names of township officers and what they do.
 - (5) What uses are made of the town halls?
 - (6) Why does North Carolina have townships?
 - (7) List services noted in a given time rendered by townships.
 - (8) How is a township financed?
- c. County
- (1) When was the local county first settled?
 - (2) How did it get its name?
 - (3) How many counties has North Carolina?
 - (4) Why is the state divided into counties? Make county map.
 - (5) Review the county offices and the most important duties of each officer, term of office. Pupils may be sent to court house to interview officials and make a report to the class.
 - (6) How does the county punish law breakers?
 - (7) How does the county care for its poor?
 - (8) List services noted in a given time rendered by county.
 - (9) For what does a county need money? How does it get it?

Summary of Services to Individual

Protection of life and property through sheriff, county attorney and courts; writing and recording deeds, transfers, records; building and maintaining county roads, bridges, culverts; services to unfortunates; school supervision.

- d. The City or Town
- (1) Teacher should explain the difference between the two. Following this, children should find out in which they live.
 - (2) Find out how the village or city got its name.
 - (3) Why did people first choose to live in the local village or city?
 - (4) Why do people live there now? (Some work in factories, mills, stores, bakeries. Many people want the comforts of the modern city.)
 - (5) How does city or village protect property?
 - (6) How does the city government safeguard life?
 - (a) Duties of policeman
 - (b) Care of health
 - (7) Name ways pupils can serve their city.
 - (8) Visit a session of city council. Talk with mayor and council and report on their duties.
 - (9) List services noted in a given time by city or town.

Open Door Language Series, Grade VII, Chapters III, VI.

**OUTLINE FOR STUDYING LOCAL HISTORY AND GEOGRAPHY
OF TOWN AND COUNTY***

A. County

1. Read many historical stories to create and cultivate sense of reality for movement and progress in history.
2. Get copy of law establishing the county.
3. Get any maps which have ever been made of the county; bring them up-to-date.
4. Get picture of man for whom county was named and write a sketch of his life; collect names and pictures of the original settlers; develop family histories; lead pupils to see that combined family histories and geography is history of county and nation. See also No. 20.
5. Get copies of newspaper articles and letters advocating the establishment of the county, reorganization of the county etc.

*This outline is an adaptation of one originally worked out by Supt. Charles L. Coon, Wilson, N. C. (Deceased)

6. Make table showing population by races, 1860-1930.
7. Make table showing the decrease in illiteracy, 1870-1930. Show relationship, if possible, to school development facilities.
8. Make a list of the members of the legislature, 1855-1930, also list of county officers during the same period; indicate any contributions made by them.
9. Make a list of the members of the Conventions of 1860, 1866, 1868, 1875.
10. List the soldiers and officers furnished to the Southern Confederacy, 1861-1865—any supplies furnished also.
11. List the events of the Civil War which occurred in county; indicate any significance to be attached.
12. Make a table showing the value of property from 1860-1930. What conclusions and observations can be made?
13. Make a list of the churches of each denomination—location, date established, pastors from the beginning, short biographies of leading pastors, etc. How has the church influenced community development?
14. Make a table showing the growth in membership of each religious denomination from 1860-1930.
15. Make a list of the county superintendents of schools, 1870-1930. Include short biographies of the superintendents that will show exactly what influence he had on schools and other phases of community life.
16. Make a table showing the growth of the public schools of the county, 1870-1930—attendance, value of property, etc. Indicate significance.
17. Write short stories of each of the private schools of the county with biographies of noted teachers, 1855-1930. Show plainly contributions made toward community development.
18. Write a history of the railroads of the county—their relationships to other railways.
19. Compile a history of the road legislation and road building of the county.
20. List the family names of county 1773-1800, 1860, 1870, 1890, 1900, 1930, with something of the nationality and origin of our population; indicate the national and family characteristics and contributions.
21. Write the chapter of the county's attitude toward slavery.
22. Negroes—1865-1930—their number, occupations, property values, educational status, etc.
23. Industries and occupations—outstanding producers and products, causes, needs.

B. Town—Local History

1. Law incorporating the town.
2. All laws changing the original act or incorporation.
3. Collection of the town ordinances.
4. History of town system of taxation.
5. Names of the mayors and aldermen; biographies of prominent mayors and aldermen.
6. History of the churches:

a. Episcopal Church	c. Presbyterian Church	e. Baptist Church
b. Methodist Church	d. Catholic Church	f. Christian Church
7. History of the public school.
8. History of any other schools.
9. History of the newspapers; biographies of editors, etc.
10. History of the leaders; biographies of leading lawyers, doctors, merchants, farmers, etc.
11. History of the banking business.
12. History of the tobacco industry (if any).

a. Cigarette factories.
b. Warehouses and tobacco market.
13. History of manufacturing (if any).
14. History of the lumber industry (if any).
15. Electric lights and water works.
16. Cemetery.
17. List of the merchants; biographies of the leading merchants.
18. Family names; nationality, at various dates, 1775, 1800, 1870, 1880, 1890, 1900, 1910, 1920, 1930.
19. Traditions, folklore, incidents, reminiscences: Make collection from a collection of material, such as laws, newspapers, N. C. histories, documents, reports, census tables, photographs, advertisements, church reports, memories of old people, and every available source of information which will throw light on any phase of the history of the county or the town.

NOTE: Some local histories have been compiled and may be secured at a nominal cost. Write County Board of Education at Burnsville, N. C., for one of Yancey County, at Jefferson, N. C., for one of Ashe County, and at Murphy, N. C., for one of Cherokee County. Some very interesting work of this type has been done by counties in Wyoming and Virginia.

e. The State of North Carolina

- (1) How long has North Carolina been a state?
- (2) What does the name mean?
- (3) List all the reasons why people are attracted to North Carolina.
- (4) How is North Carolina governed?
 - (a) Executive department: Name officers and state main duties.

- (b) Legislative department: Name legislators that represent you, and state their important duties. Demonstrate the passing of a law.
- (c) Judicial department: Explain duties.
- (5) What part does North Carolina take in the national government?
- (6) (a) Show map of ten congressional districts.
(b) Pupils should know names of United States senators and their own congressmen.
- (7) A suggested unit of work in reviewing these units of government:
 - (a) Have the pupils draw a map of North Carolina and on it locate in such a manner that they will be distinct, the boundaries of their congressional district, county, township, school district, village or city.
 - (b) Have them find the size and population of each of the above.
 - (c) Have them give reasons for the location of the county seat.
- (8) How does North Carolina care for criminals? Why is the state prison ranked high among the prisons of the United States?
- (9) How does North Carolina safeguard the health of her people? (See Course in Health Education.)
- (10) List services noted in a given time rendered by state.
- (11) For what does a state need money? How does it get it?
- (12) Why is it cheaper for state to handle the matter discussed?

Summary of Services Rendered by the State

Property services: Ownership established, protection in courts; regulation of banks, insurance and loan companies, inspection of weights and measures.

Health services: Examining and licensing of doctors, dentists, pharmacists, undertakers, etc.; investigation, checking and prevention of diseases, regulation of quarantine, etc.; inspection of milk and foods.

Educational services: State colleges and state university; certification of teachers; supervision of schools through office of the State Superintendent of Public Instruction.

Travel and traffic services: Building, marking and maintaining of State roads and bridges.

Safety services: Fire regulation, marking of highways; speed limits, intersections, railway crossings, etc.; laws for the prevention of accidents.

Services of sympathy: Care of unfortunates, insane, feeble-minded, blind, deaf, etc.

Occupational opportunities: Based on North Carolina's rating in crops, variety of soils, type of climate, use of natural resources.

Reciprocal services and duties of the individual: Paying taxes, coöperating in enforcement of law, supporting public improvements.

f. Nation

- (1) Follow same procedure for the national community as for State.
- (2) Summary of services of national government:
 - Postal services: Post offices, parcel post, money orders, savings, deliveries (city, R.F.D., Star routes).
 - Services to consumer: Pure food laws, food inspection, regulation of railway rates, standards of weights and measures.

Services to the manufacturer: Tariff, regulation of trusts, regulation of immigration and foreign labor.

Services to the farmer: Weather and crop reports, bulletins on phases of agriculture.

Money services: Coining, issuing currency, standardizing value.

- (3) Minimum duties of citizenship which every child should know and observe:
- (a) Obey the laws.
 - (b) Vote for honest and efficient men.
 - (c) Serve in public office if elected.
 - (d) Serve on jury if elected.
 - (e) Fight in the army if necessary.
 - (f) Protect and help beautify public property.
 - (g) Work for good measures and right issues.

References:

- Brooks. Our Dual Government. Rand.
 News and Observer Yearbook. Raleigh *News and Observer*.
 North Carolina Manual. Secretary of North Carolina Historical Commission. Free to school libraries.
 Hobbs. North Carolina Social and Economic. University of North Carolina Press.
 Knight. Our State Government. Scott.
 Economic Maps of North Carolina (free). State Planters Bank and Trust Company, Richmond, Va.
 State Department of Conservation and Development. Regular bulletin issued by the department, North Carolina the Fifth State.
 Thomas. Living Things Around Us. Lippincott.
 State basal and supplementary history and geography texts.
 Appropriate classifications in the State Approved Library List for Elementary and High Schools.

Teaching Units Illustrating Some Phases of Citizenship Training in the Intermediate and Upper Grades

SOCIAL LIFE IN THE COLONIES—FIFTH GRADE*

Started January 20, 1930—Completed April 5, 1930

HOW THE UNIT ORIGINATED:

Prior to our study of the colonization of America, we made a study of the continent from which most of the settlers of America came. In December and January we studied Great Britain, centralizing on the manufacturing industry in England. This led to a study of early ways of making clothing before the invention of machinery. Pictures were brought showing wool and flax spinning wheels, the most interesting of which was that of Priscilla. The pupils recalled the operetta, "The Courtship of Miles Standish," and a study of the Pilgrim settlement followed after which the other twelve colonies were studied with an abundance of comparisons and contrasts.

STEPS IN THE RESULTING ACTIVITIES:

1. Creating a Colonial Atmosphere

A flax wheel of approximately 100 years history was loaned to the classroom and this lovely antique was placed on the large reading table with groups of various magazines. Pictures and stories of a colonial nature with a copy of the Early American Furniture Wing of the Metropolitan Museum of Art were added. "The Garden and Home Builder" of July, 1926, which was devoted largely to the history, photographs, and scale drawings of Longfellow's Wayside Inn, or The Old Red Horse Tavern of 1686, located at South Sudbury, Mass., was very much in demand during library period. This old landmark bought and restored by Henry Ford in 1923 in his collection of Americana shows as nearly as possible the conditions under which the New England pioneers lived. Along with Mr. Ford, the pupils realized that The Wayside Inn,

*Adapted from a report of Mrs. Allene Moseley Schroeder, Fifth Grade, High Point Public Schools.

which has housed George Washington and Marquis de Lafayette, is indeed a part of the nation. It truly expresses the pioneer spirit. From this article the pupils passed into an intensive study of social life in the early New England colonies with the actual construction of The Wayside Inn and its furnishings and a later branching out to include types in other colonies.

2. *General Methods of Planning and Discussion*

All activities in this unit of work were largely coöperative in that there was a need for general discussion in which objectives were set up in outline form. Plans for reaching them were made. The committees gathered data, collected pictures, made drawings, or served as a reference committee using home, school, grade or public library, depending upon the nature of their problem. At the next discussion period these committees reported to the class their progress, difficulties or successes, after which discussion of necessity followed. The class as a unit evaluated the reports, made comments and inquiries followed usually by helpful suggestions, if needed, for further work.

The pupils had purposes of their own which furnished the "push" and stimulated them in their activity in planning and executing necessary work in realization of purposes. Teacher aids were given in helping them to find, secure and use materials and methods of work. In as far as possible, the problems were arranged so that the situation in one phase of unit was followed in natural order by the needed step which came as a demand of the children themselves, rather than by teacher selection. Subject matter entered as an answer to this demand for information concerning both constructive and intelligent problems.

3. *Description of a Typical Day's Work*

Reading: Paul Revere's Ride—Studies in Reading—V.

Storybooks of Colonial Children—Learning to Study.

Social Science: First battle of the Revolutionary War period with location of British troops and Minute Men—Dangerous mission of Revere and Dawes.

English and Language: My experience as a guest of Squire Howe at the Wayside Inn when Paul Revere brought the alarm.

Reports: Paul Revere's Announcement, Paul Revere's Personal History.

Arithmetic: Problems involving measurements of the Wayside Inn in square feet and in linear measurements of furniture. Ability to compute area, containing fractional parts.

Music: Colonial songs.

Library Period: Research Group work, recreatory reading of colonial fiction with ten minutes devoted to reading of "How Pickles Were Made in Olden Times" by teacher.

Industrial and Fine Arts: Constructing the Wayside Inn and its furniture, painting, designing old wall paper, costuming the dolls for characters, making hooked and woven rugs.

Physical Education: Colonial games.

4. *Trips and Excursions*

- a. Through the courtesy of Mr. C. F. Tomlinson, we visited the Tomlinson Chair Factory to see (1) the Colonial reproduction show rooms covering several floors; (2) the actual making of furniture. Several employees of the company conducted the groups of pupils on this tour.

Before the trip, in our general discussion period, we talked of lovely pieces we expected to see, such as Windsor chairs, William and Mary tallboys and Field beds. We noted the many things to be seen, the proper way of taking notes, of sketching the reproductions. The pupils were delighted with an original Duncan Phyfe table, and pencils were soon busy sketching it. From our study of the Wayside Inn, many were able to name at once different articles of furniture seen on this trip. (See criteria for planning an excursion, page 443.)

- b. The Grandfather Clock Committee visited the jewelry store of a patron of ours, where they viewed a priceless grandfather clock, two hundred years old. This aided them in their work period with their miniature reproduction, in which an Ingersol watch movement keeps accurate time.
- c. Various trips to stores for selection of materials for curtains, upholstery, screws, and things needed for their unit of work.

5. Outcomes

- a. Growth in coöperation and appreciation of individual responsibility to group, the necessity for planning group enterprises, and of group and individual contributions:

Through this unit of work the class was welded into a social group supplied with an abundance of situations in which the place of each pupil was appreciated fully. In the division into small groups according to selection of some specific work, the finer qualities of citizenship were called upon and tested as personal contacts which led to a feeling of responsibility to the group as a whole. The children "worked" with a feeling of worthwhile "play" for the benefit of the group. Constructive criticism was given freely and accepted gratefully. Due to the lack of sufficient room for the different groups during the work period, each individual felt the need for and co-operated at once with the group by establishing habits of order, system and neatness in arrangement of materials with the realization of his proportional share of time and attention.

- b. Practice in facing real problems and working through them to a satisfactory solution:

Example: In building the colonial stairway in a hall of the Inn, the problems arose as to the relative height of lower and higher bannisters. The stairway committee appealed to the group at last. After much argument and reference to pictures and descriptions of colonial stairways, they referred the committee to the stairway of the school for measurements. The question of perspective arose and some definite understanding of the principles of perspective in art was reached.

Quite a bit of improvement was noted in the ability to attack problems and enter into work with promptness, effectiveness and success and in establishing habits of system, order and neatness in arrangement of materials.

- c. A deepened appreciation for colonial character and contributions to American life (see General Objectives).

d. Content and Materials—

- (1) Selections found in State basal or supplementary material read by the whole group:

Story Books of Colonial Children—Learn to Study Reader—IV; Old-Fashioned Clothes—Learn to Study Reader; A Rescue and a Wedding—Pathway to Reading; How Madeline Held the Fort—Story Reader; Apple Seed John—Study Reader; William Penn, the Great Quaker—Lewis and Roland (5); Betty's Ride—Elson Extension; The Last Catamount—Stone (5); The Beacon Tree—Pathways to Reading; The Quaker Poet, Whittier—Bolenius; The Story of Light—Elson Extension; The Clockman—Elson Extension—Child Library Series; The Wary Wolf—Elson Extension—Child Library Series; The Corn Husking—Elson Extension—Child Library Series; Besieged by Bears—Stone; The Village Blacksmith—Studies in Reading; Capturing the Wild Horse—Elson Extension; The Clocks of Rondaine—Elson Extension; Jason and the Golden Fleece—Science Reader; At the Desert's Edge—Lewis and Roland; James Watt and the Steam Engine—Science Reader; Maple Sugar Days With John Burroughs—Study Reader; The Pygmies, Hawthorne—Elson Extension; My Boyhood on the Prairies—Elson Extension; A Boy of American Pioneer Days—Reading and Living—II; Paul Revere's Ride—Studies in Reading; Mount Vernon—Study Reader; Benjamin Franklin—Elson (5); Benjamin Franklin—Pathway to Reading; Franklin's Experiment—Science Reader (5); Making Furniture—Stone; The Young Artist—Study Reader; Washington With Braddock—Elson; The Children's Hour—Longfellow—Studies in Reading; Washington, Betsy Ross and the Flag—Bolenius (5); Makes This Greatest One Live Again—Study Reader; What the Clock Told Dolly—Elson Extension; Eli Whitney and the Cotton Gin—Science Reader; George Stephenson and the Coming of the Locomotive—Science Reader; Peter Cooper and the First Locomotive—Pathway to Reading—IV; Morse and the First Telegraph—Science Reader; How Cyrus Laid the Cable—Bolenius;

Robert Fulton and the Steamboat—Science Reader; The Discontented Pendulum—Studies in Reading; Making Maple Sugar—Pathway to Reading; The Boy Who Saved the Settlement—Elson Extension; The Rich Kingdom of Cotton—Elson Extension; The Family Clock—Elson Extension; When You Meet A Bear—Study Reader; The Yankee Who Crowned King Cotton—Study Reader; The Boy From the Hatter's Shop—Stone; The Indian Hero Tale—Stone; The First Thanksgiving Day—Elson (5); The Fish I Didn't Catch—Bolenius; The Old Clock on the Stairs—Bolenius; Henry Hudson's Trip Up the Hudson—Finding America; The Candle's Beauty—Elson Extension; The Old Street Lamp—Elson Extension; The Lighthouse—Longfellow—Elson Extension; The Keeper of the Light—Elson Extension; Thomas Edison—Science Reader; Marconi—Science Reader; The Story of Ships—Study Reader; Wayside Inn Number, July, 1926, Garden and Home Builder Magazine, featuring antiques and interiors; The World Book (encyclopedia).

ADDITIONAL READING DONE BY INDIVIDUALS

Bass—Stories of Pioneer Life; Perry—Four American Pioneers; Hart—Colonial Children; Earle—Home Life in Colonial Days; Stone and Pickett—Everyday Life in the Colonies; MacElroy—Work and Play in Colonial Days; Halleck and Frantz—Makers of Our Nation; Studies in American History—Book II—Melody—Lyons and Carnahan; Boys and Girls in Colonial Times—Mulliken; Holland Stories—Smith; The True Story of Washington—Brooks; Copy of Early American Furniture—Wing of the Metropolitan Museum; Early American Furniture; Popular Science Monthly; Pilgrim Stories—Pumphrey; From Columbus to Lincoln—Logie—Lyons and Carnahan.

There was a great deal of reading by individuals in connection with unit in newspaper clippings, magazines, and reference books.

(2) Language Arts:

There was much improvement noted in enunciation, pronunciation, and clearness in reports, enlargement of vocabulary, ability to talk with ease before a group and ability to read poetry with expression. Extracts from books and magazines were read aloud for specific information, oral reports following prepared outlines in life, customs, dress, food, homes and furniture of early colonists, followed by conversations and discussions. Many debates, imaginary trips, dramatizations, group letters and book reports of historic interest gave incentive to better speech. Poems of Longfellow, Whittier and Hawthorne were read aloud by some member of the class. (See above list.) We summarized the study in a program given before parents and friends.

In this project the needs were large for written work, giving occasion for teaching technical elements necessary in good written composition work in groups and individual letters, reports and summaries, dramatizations, original stories, poems, short plays and newspaper articles. Especial interest was aroused in the writing of advertisements for the Wayside Inn stage coach rides, a practical model being constructed by a pupil.

Drill in use of dictionary was given on (a) how to find words, (b) how to pronounce words, and (c) selecting the proper definitions and meaning, so that new and difficult words could be used in oral and written work. Several papers were posted after each writing, as an incentive to the rigid requirement of ink and legible penmanship.

(3) Arithmetic:

There were rapid drills in fundamental processes to secure speed and accuracy in solving problems dealing with measurements in linear and square feet (including fractional parts) while reproducing the Wayside Inn, vehicles and hand loom.

Problems also involved comparing values of goods used for food, clothing, furnishings, tools and utensils for the early days with the use of the present. The pupils learned of the cost of lumber through purchase, made their money for payment of cost and kept accounts of expenditures for nails, screws, cloth, putty, furniture and glue.

(4) Social Studies:

Class studied period from 1607-1800, emphasizing the three types of colonial life in Virginia, Massachusetts and New York with a brief survey of North Carolina. An interpretation of the present was shown in its development from the past with the

resultant changes in economics, industrial, religious and social life. The pupils saw the need for discoveries and inventions and especial attention was given to the industrial revolution. Selected biography of those furnishing examples of loyalty, sincerity, patriotism and toleration, such as that of Franklin were read. Comparisons were made of the life of the pupils and colonial children in sports and games, schools and homes, books, work, food and clothing, travel, transportation and communication, and newspapers.

The necessary questions of geographic controls arose in study of location, climate and physical environment of the colonies. (State Course of Study, 1923, gives examples.)

(5) Industrial and Fine Arts:

- (a) Miniature model, scale one inch per foot of the Wayside Inn, with furnishings complete on the entire lower floor as shown in plans, drawings and photographs of the Inn. Miniature furnishings, curtains, utensils and rugs made by pupils.
- (b) History of travel and transportation of colonial days shown in miniature stage wagon, stage coach and Conestoga wagon.
- (c) Practical model of stage coach was constructed by member of group in workshop at home. The rides at five cents each helped greatly to finance cost of our Inn. "Pull candy" and pumpkin pies made by the girls aided considerably with this item.
- (d) Hand looms for weaving rugs.
- (e) Costuming colonial dolls.
- (f) Practical models of 1650 cradle, three-legged chair of 1650 and flax and wool spinning wheels.
- (g) Posters and drawings in crayons, water colors and pencil.
- (h) Easel drawings of the Wayside Inn.
- (i) Designing wall paper.
- (j) Colonial invitations to program (block print).
- (k) Painting of interior and exterior of the Wayside Inn, including window glass. There was a cultivation and development of standards of good taste accompanied by a love of that which is beautiful and lovely in homes and furniture.
- (l) Pictures and appreciation: The Landing of the Pilgrims; Arabs on the March—Schreyer (story of horse); Signers of the Declaration of Independence; Photographs of the Inn, showing the lovely gardens; Washington Crossing the Delaware; Horse Fair—Bonheur.
- (m) Music: Colonial songs, both descriptive and patriotic were learned. Some knowledge was obtained of the harpsichord, pianoforte, viol, jew's harp, violins, flutes and horns of colonial days. (Pamphlet may be secured from the Metropolitan Museum of Art.)

(6) Plays and Games:

Knowledge gained of games enjoyed by colonial children such as Ring Around the Rosy, London Bridge, Wood Tag, Dancing Around the Maypole, Hopscotch, Blind Man's Buff and Leapfrog.

(7) Natural Leads for Other Units of Study: Story of Light; History of the Horse; History of Transportation, Cotton, Flax and Wool Industry; Story of Communication; Furniture Industry of High Point; Story of Glass; Story of Paint; Costumes from Past to Present.

(8) Bibliography—(Those especially good for teacher are marked*)

How Our Grandfathers Lived—Hart*; Compton's Picture Encyclopedia*; Standard Reference Work; Standard Dictionary of Facts; Book of Knowledge; Boys and Girls Book Shelf; The Wonder World; Nelson's Encyclopedia; Elementary Industrial Arts—Winslow*; How the World is Fed—Carpenter; The Farmer and His Friend—Tappan; Boycraft—Whitman Publishing Co., Racine, Wis.; Travelers and Traveling—Eva March Tappan; Visitors a Guide to Salem, Mass.; Better Homes and Gardens; Good Housekeeping; House and Garden, April issue, 1930;

Stories of Industry—Educational Publishing Co.; Makers of Many Things—Tappan; Certified Style Book of Wall Paper; How the World Rides—Florence E. Cox; Building a New Country; From Trail to Railway; Adventuring in Young America—McGuire and Phillips*; Building Our Country; Old Time Stories of the Old North State—McCorkle; How We Are Sheltered—Chamberlain; Popular Science Monthly; Tales of the Wayside Inn—Longfellow*; Mary Had A Little Lamb—Published by Mr. and Mrs. Henry Ford; Encyclopedia Britannica; Saturday Evening Post; Human Interest Library; Little Bits of Old Time Furniture; American Histories—Latane; Lincoln Library; First Lessons in United States History; Times Encyclopedia; Pageant of America; Winston's Encyclopedia.

AN ADVENTURE IN ART APPRECIATION

HOW THE UNIT ORIGINATED:

Last fall the Teacher Training Class in Taylorsville began its year's work with sixteen potential teachers having a background almost entirely lacking in those aesthetic qualities which make for a well-rounded social and civic personality. Furthermore the school lacked paintings, vases, and other evidences of an art consciousness. Believing that Art Appreciation should develop in each child a feeling of personal responsibility for establishing and maintaining beauty and knowing that the student-teachers could not build those qualities in the children if they did not themselves possess them, the instructor deliberately began to set the stage for an experience which would contribute to these objectives:

1. Enable the student-teacher to see and appreciate beauty wherever and in whatever form she found it.
2. Contribute to the innate love of beauty through the intelligent use of good pictures and music.
3. Develop a finer and more discriminating taste in the selection of those pictures with which she lives.
4. Acquaint the student-teacher with the fundamental principles underlying pleasing art balance; rhythm and repetition; harmony of line and color; effect of light and shadow (tone); method of feeling expressed.
5. Give the informational background with which to interpret honestly the historical, political, social, ethical, or aesthetic values as expressed by the artist.
6. Influence indirectly and directly the attitude of the whole elementary school toward art.

HOW THE UNIT WAS DEVELOPED:

1. A plaque, Raphael's Madonna of the Chair, was hung on the wall. It was chosen because it so successfully uses the fundamental and more easily understood art principles. Wall spacing was carefully considered in the hanging. The instructor awaited comment, and before the day was over, in answer to inquiry, she gave the name of the picture, a bit of its story, and some interesting incidents in the artist's life. The discussion was informally guided toward the following points: what the artist was attempting to portray, center of interest and theme, pattern of the lines upon which the picture was built (preliminary foundation for balance as an art principle), and the appropriateness of the 15th century type plaque as a setting for that particular picture, harmonizing as it did in color and line.
2. In the midst of this discussion a visitor dropped in. She told the human little story of the painting of the Madonna of the Chair. (Good English, Book III, or School Arts Magazine, Dec., 1926.) This caused a discussion of the feeling the artist was expressing in the picture and it was suggested that the same feeling might be expressed in music. A committee investigated the matter and found several records which they thought did this. Hymns were chosen and sung, *Holy, Holy, Holy, Halleluiah Chorus*, etc.
3. Other treatments of the Madonna theme—The Sistine Madonna, The Madonna of the Harpies, The Madonna of the Streets—were brought to class and group committees gave chapel programs which furnished the informational background for the study.

4. A new stimulation came in the form of an invitation to the class to visit the Colonial Art Exhibit in a nearby town. This is an attractive exhibit done in color. The invitation was accepted and it was decided that a visit to a furniture store should be included in the excursion, in order that they might see art expressed through a different medium.

As the instructor was to be away during their trip, she asked them to report on the pictures they liked best. The students returned with a heightened interest in pictures and a new interest in picture posing, which they had seen for the first time.

As they were working for graphic expression in anticipation of the return of the instructor they tried out their talks on each other to get the benefit of criticism on choice of vocabulary for expression.

5. The class wrote letters to the State Supervisor, expressing fairly spontaneously their enjoyment of the pictures. Art principles of spacing and choice of words in picture painting and letter writing were here emphasized.
6. They greatly desired to give to the elementary school children the pleasure of seeing the collection of paintings. There had been before some discussion of bringing a less desirable but more remunerative exhibit to the school; the decision was that an enterprise in which the elementary school children profited in an intangible but important way is more worthwhile than financial gain.
7. Letters were written to the Colonial Art Company, Oklahoma City, Okla., and received the information that an exhibit could be secured with no charge other than the express. All the money from ticket sales had to be used to purchase pictures from the company.

A date was selected and an advertising campaign gotten underway. Posters conforming to art principles of spacing and emphasis were made. The entire class made collections of copies of masterpieces from many sources. These were mounted and various grades were invited to see them. Many of these children returned individually for a second and often a third view of certain prints. There was much study of these pictures and eager searching for information about the artists in preparation for an original picture pageant that should be a part of the exhibit. (The North Carolina Library Commission and the University Extension Division Library proved to be invaluable aid in this respect.) The students selected fourteen pictures on the basis of their preference and the possibility for posing and costuming them.

Since poetical form was felt to be the most suitable mode of expression, the English class took up the study of verse forms in poetry. Descriptive poetry for each picture selected was written by individual and polished coöperatively in class.

The music periods were used for selecting and learning appropriate music to be used as an accompaniment for entire pageant choruses and voice and piano solos were used.

During the physical education period the rhythmic interpretations were developed for the fairies.

Finally the student-teachers chose the cast of characters. The class studied costuming and lighting effects, arranged a stage setting in harmony with the theme, and constructed many stage properties such as the harp for Hope.

It was decided that the money realized should be used to place pictures in the classrooms, each class being urged to sell enough tickets to buy a picture. In the end each class did proudly, seriously choose a picture. Besides there were two for the Teacher-Training Department and one each for the two libraries.

9. Before the exhibit arrived plans had been made for the handling of tickets, talks about the paintings, and programs by different grades for each night. The day was so scheduled that each class

enjoyed a period in the exhibit, looking at and discussing the pictures under the direction of a teacher or a student-teacher. The entire school seemed to become picture conscious; many contributions being brought to school.

10. The instructor, taking advantage of an opportunity in judging, encouraged the classes to choose from the entire collection the picture they wanted to own. Before judging, certain criteria must become a part of the individual's equipment. Through the indirect study of art principles expressed in specific paintings, the classroom teachers had prepared for this situation. Many evidences of growth in liking for real art were noted while selections were being made.
11. The student-teachers used the intense interest of the grade children in the exhibit as a motive for language lessons during practice-teaching. Their classes made booklets, each page of which contained a small picture mounted above a story about that picture—sometimes the result group composition, sometimes original with a child.
12. Another phase of art study was the making of plaques, an interest which continued throughout the year. The student-teachers made these for Christmas gifts, using prints of masterpieces. There were group efforts in making plaques for Miss McDougald and another department. When they wanted to beautify the new elementary library, plaques were made and grouped artistically on its wall.
13. All through the year the student-teachers collected pictures and teaching material about those pictures. Much English work grew out of this activity. This work was organized according to this plan:

Study picture and artist

Mount picture on heavy construction paper of harmonizing color
Tell story as to children

Write story of artist and picture

Find music to express same mood

The desire to make a pleasing cover for the Picture Study Booklet which resulted introduced designing as an activity. After research they selected the following principles as guides:

Honest point of interest in center of design

Space must be pleasingly filled, not crowded

Must have rhythm without monotony—attained by using large and small symbols together

Must have balance.

14. The students read much about methods of arousing a love for beautiful pictures and selected the following as the best current practice:

Place on bulletin board several days before study.

Give children opportunity to express what the picture tells them—opportunity freely to express their own ideas and feelings about the picture before you tell them anything.

Direct observation—questions needed to bring out points not covered by discussion.

Tell material in story form, not duplicating points covered by discussion.

Evidence that there was growth in:

- a. An interest in pictures

A sixth grade boy: "Miss _____, today is my Mother's birthday. I bought her a copy of *Hope* for a present."

A fifth grade boy (owner of a white rabbit, upon seeing a small plaque of *The Boy With a Rabbit* placed in the library): "Do you know where I can buy a picture like that? I want one for myself."

Some child in grades to Teacher-Training Instructor: "Have you seen our new picture?" or "I found this *Blue Boy* in a magazine."

Every student started a collection which remained a live interest to the end of the year.

Many adults of the community: "I am so glad that you brought this exhibit to the school. I've enjoyed it so much."

Many copies of masters other than those brought through the exhibit appeared in the classroom. Many students desired to own certain pictures and inquired where they could be bought.

The instructors visited a student-teacher's home and found that several neatly mounted copies of good pictures had taken the place of the usual calendars.

b. Taste for good pictures

Case I.—A class of forty-three fourth graders the first day of the exhibit evidenced an intense liking for "Little Old Man of the Woods." This liking was probably conditioned by familiarity with the subject matter of the primary story by that name. Three days of directed picture study under the guidance of a classroom teacher or a student-teacher followed. The last day (and to the class the most important day!) they were choosing their picture. Again they were clustering about one painting. This time, "The Boy Pioneer"! When its price was known to be prohibitive they chose "Feeding Her Birds."

Case II.—The sixth grade decided to choose "Where the Sun Goes" because of the color and illusion of great distances achieved by the artist.

Case III.—Fifth grade: "We want the picture of *somebody*. We like the portraits in the collection best." They chose "Sir Galahad."

Case IV.—A first grade gravely discussed the picture they wanted. "The Boy With a Rabbit" won the vote.

Case V.—The Teacher-Training class had just closed the trunk of pictures. "I wish we could keep them all. I've never enjoyed four days so much."

Case VI.—A student-teacher, who had lived the twenty-three years of her life thirteen miles from a railway, whose interest in the initial art studies had been passive, spent every spare minute with the collection. Her letter to the supervisor gives her reaction:

"I am writing to tell you what a delightful time we had last Thursday afternoon at the Art Exhibit. The pictures were wonderful and it was a difficult task indeed to choose our favorites. In my opinion the two hours spent were the most profitable and the most delightful I have ever spent. I feel that I was lifted to a higher plane of life and though being no artist myself, I got an intelligent satisfaction from the creations of those more gifted than I for it made me feel as some one else has said, 'that a work of art means a combination of two people, the one who did it and the one who looks at it.'"

"It seemed that the pictures really talked and for the time being I just lived with them and tried to be a good listener."

"The exhibit gave us the suggestion that we might in our chapel program dramatize some of the pictures we saw. Another thought was that we might get the exhibit here. This will mean that more boys and girls will have the privilege of enjoying worthwhile pictures."

"We are very grateful to you and to our teacher for this good time. We especially enjoyed the nice picnic supper she prepared for us."

"We hope you may visit us again soon and we will be glad to tell you more about the exhibit."

Case VII.—A reaction from another student-teacher:

"Our party left town about three o'clock. We arrived at our destination in about three-quarters of an hour and went directly to the exhibit. Our teacher had told us we might select any ten of the pictures we liked best to tell her about when we came back. It was interesting to see what different students selected."

"We visited a leading furniture store. A gentleman showed us around. He gave us some hints on how to arrange furniture, the different styles, and some of the most noted manufacturing companies."

"We had supper in the bus. There was a golden sunset that we noticed while we were eating. The fifth grade gave a program and posed some of the pictures we had selected as the ones we liked best: 'The Boy With a Torn Hat,' 'The Song of the Lark,' and 'Baby Stuart.'"

"Perhaps we can have this exhibit at our school. Don't you think so? Anyway every grade must give a program in our school. We have decided to pose some of those pictures and are now at work writing a play about them."

"I enjoyed every minute of that day and I want to thank you for making it possible for us to attend this exhibit. We hope you will visit us again soon."

Case VIII.—In every case the classes chose pictures of recognized worth, as follows:

First Grade—Boy With a Rabbit

Second Grade—The Shepherd Boy

Third Grade B—Can't You Talk?

Third Grade A—The Age of Innocence

Fourth Grade—Boy Pioneer

Fourth Grade—Feeding the Birds

Fifth Grade—Sir Galahad

Sixth Grade—Where the Sun Goes

Seventh Grade—The Song of the Lark

Eighth Grade—Corot's Spring

Teacher-Training—Corot's Spring and Boy With Torn Hat

High School Library—The Pioneers

Evidences that worthwhile citizenship attitudes were being aroused and practiced during the unit:

- a. The student-teachers showed a desire to share with their school the pleasure of seeing pictures.
- b. They made the decision that an enterprise in which the elementary school profited was more worthwhile than money-making.
- c. They were made more self-reliant through practice in planning and executing.
- d. Initiative was exercised in planning for and carrying out program—e.g., tub with pillows on top covered with dark robe for top of world in *Hope*.
- e. There was responsibility to group—e.g., each student-teacher trained children for certain picture and looked after costuming and all the properties.
- f. Observation of, liking for, and desire to own pictures were quite evident.
- g. They desired to beautify new elementary library (made plaques for it).
- h. All over the school there was a more evident desire to make the rooms more beautiful. The materials on the bulletin boards were better arranged.
- i. There was a better school spirit—perhaps the result of a cooperative effort involving the entire school.
- j. Unselfishness was shown during the selection of the pictures that were bought for the Teacher-Training Department and each elementary room.
- k. Art appreciation growth was shown by type of pictures selected.

The following sources of materials proved useful:

Sources of good prints:

- Colonial Art Company, Oklahoma City, Okla.
- Art Extension Society, Westport, Conn.
- Harter School Supply Company, Chicago.
- Brown-Robertson Company, New York.
- Normal Instructor—Owen Publishing Company.
- Masterpieces in Art for Picture Study—Selected by Dr. W. Linwood Chase—Educational Publishing Company.
- (True color representation is essential.)

References for informational background:

Pictures:

- Bacon. Pictures Every Child Should Know. Doubleday. (Correlates pictures and music.)
- Caffin. How to Study Pictures. Century.
- Lester. Great Pictures and Their Stories. Mentzer. (8 volumes.) Excellent reproductions—good material.
- Horton. My Picture Study Book. Harter School Supply Company.
- Teacher's Manual for Grades I and II.
- Work Books for Grades III-VI.
- Library Commission, Raleigh, N. C.
- Library University of North Carolina.
- (The books sent for the asking from the last two places are excellent for informational background.)

Music:

- Records in Rural Unit No. 1. Victor. Price \$10. (Varied in content.)
- Music Appreciation With the Victrola. Victor. (Good for correlation of music and pictures.)
- Mohler. Teaching Music From an Appreciation Basis. Birchard.

A FIFTH GRADE PROJECT INVOLVING CITIZENSHIP-READING*

HOW THE PLAN ORIGINATED:

One cool day in October the fifth grade boys came into the room after the noon bell had rung for classes with joy written over their faces. They had won the football game! Their clothes, faces, and hands showed the result of a fierce battle. Details from the game were given. The teacher took the situation in hand for she saw the possibility for a good lesson in citizenship. She said, "You see, boys, the players who hit the line the hardest, who didn't foul and didn't shirk, were the ones who counted. We can't all play football but we are all playing in a greater game—life. Let's turn to the famous writing of Roosevelt and see if we are measuring up to the standards he sets forth for the American boy."

The American Boy—Theodore Roosevelt.
Elson Reader—Book V.

HOW THE PLAN DEVELOPED:

The class and the teacher studied the selection together and decided they were endeavoring to "play the game" in the schoolroom, on the grounds, on the street, and in the home. We studied the character traits

*Ava R. Stockman.

given in the selection and named others that we thought every good citizen needed. The teacher asked if they could plan any way to put more good habits into practice. They decided to form a "Good Citizenship League" and see if they could not make better citizens. For their league officers they elected a chairman and three helpers. This committee was to see that the work was carried on successfully in the room, to offer suggestions, and to handle any matters of law-breaking that might occur. Their action had to be approved by the other members and the teacher. They made a list of the habits they wanted to be put into practice. At the end of each day they marked the habits they had kept and those they had not kept by distinguishing signs. Their chief aims were:

1. To keep the schoolgrounds and schoolroom cleaner and more attractive.
2. To make each boy and girl a better citizen (checked by Chassell-Upton scale).
3. To make a habit of the desirable character traits which every person should possess.
4. To perform every task given him to the best of his ability.

OUTCOMES IN TERMS OF CITIZENSHIP:

1. The children learned that they were citizens working among citizens and that each had certain rights and privileges.
2. They became more courteous and thoughtful
 - a. At school
 - b. On the playground
 - c. On the street
 - d. At home.
3. There was a growing pride in keeping the room and buildings free from papers, trash, marks, etc.
4. They felt that the schoolroom was their home and that they were responsible for bringing flowers and keeping the desks, shades, books, and erasers in order.
5. They developed in habits of good sportsmanship
 - a. Good winners
 - b. Good losers
 - c. Fair play
 - d. No bullying.
6. They became more responsible for proper care of
 - a. Books
 - b. Materials
 - c. Overshoes, coats, handkerchiefs, etc.

KNIGHTHOOD OF YOUTH CLUB*

HOW THE UNIT ORIGINATED:

For our first supplementary reader the sixth grade read "King Arthur." The children enjoyed it immensely. They were interested in any picture or poem dealing with knights. One day the teacher left on her desk a sample of literature from the Child Welfare Association. This sample described the National Knighthood of Youth Club. One of the children noticed it and remarked about the pictures of knights on the cover of the booklet. The teacher told them they might look at the booklet. Inside they found a badge of a page in the organization and a member's book of record-keeping and knighthood projects. Many questions were asked of course, and the teacher took part of a period during the day to explain the club. The class asked to organize a club.

STEPS IN THE DEVELOPMENT OF THE WORK:

1. Pupils who wished to join brought money for badges, member's book, and record card. These were ordered from the National Child Welfare Association, Inc., 70 Fifth Avenue, New York City.

*Rachel Alexander, Teacher, Grade Six, Taylorsville, N. C.

2. A more extended study of the organization by pupils and teacher.
3. Effort on part of teacher to keep interest of class until the material came:
 - a. Making of shields by all members of class.
 - b. Naming of their particular circle of the club. The children chose the name, Sir Lancelot Circle.
 - c. Dramatizing the story of the Castle of the Maidens from King Arthur. This was taken from a different copy of King Arthur, which was in our new library.
4. Materials came. Club was organized, and now continues to enlarge daily. There is a self-checking of habits formed or broken. The plan of the club provides for a meeting each week. The executive committee, composed of the officers, meet one week. The alternate week there is a social meeting of the entire circle, at which time a program is given.

(As it takes 64 weeks of parent-teacher coöperation to complete this unit, it will continue throughout the summer vacation under the guidance of the parents and into the following school term.)

(Information about the club plan may be secured by any teacher or parent from the National Child Welfare Association, 70 Fifth Avenue, New York City.)

OUTCOMES OF THE UNIT IN TERMS OF CITIZENSHIP:

1. A safe and happy (imaginary) adventure for pupils. Their bad habits become enemies for knights to overthrow.
2. A feeling in the child that he is a part of a great national organization.
3. A group of children who help to promote better citizenship in the entire grade through their own improved example.
4. A coöperative responsibility for the child, parent, and teacher; thus drawing them all into closer relationship. Both parent and teacher sign the child's report to the National organization.
5. Activities for both home and school, which enlarge the life of the child and make of him a better citizen.
6. An improvement in the following character traits:
 - a. Promptness
 - b. Self-reliance
 - c. Neatness
 - d. Politeness or courtesy (See trait action list.)
 - e. Truthfulness or honesty
 - f. Self-control
 - g. Helpfulness.
7. A greater willingness in pupils to read outside work, make reports, serve on committee, etc.

MAKING THE CONSTITUTION OF UNITED STATES REAL*

In the fall when we were studying the "Making of Our Constitution" in American history, the critical conditions of our country just prior to the making of the constitution, the causes of those conditions, and the means of remedying them were stressed. The facts were brought out that under the then existing form of government the country was in danger of drifting into anarchy or being forced into a monarchy, that a new form of government was necessary for the preservation and progress of the nation, that a constitution is necessary for a successful organization and that therefore a new one must be made for this nation as the articles of confederation were no longer effective.

At this time in the discussion a number of the children compared our class, an organization of a group of members, with our nation, an organization of a group of states, and asked why the class should not organize under a different form of government. The class took up the discussion

*Annie Howell, Teacher, Wilmington, N. C.

and came to the conclusion that true enough the same conditions existed in the classroom that existed in the national affairs of the United States in 1783-1787. They decided that there was either a monarchy with teacher ruler or practically no government at all. This did not make for the best working order for all.

The class began to do extensive studying and reading about organizations and clubs of different kinds; then they expressed a desire to try a democratic form of government. A committee was appointed to draw up a constitution. The United States Constitution was used as a model and was followed as closely as possible. The one adopted is as follows:

PREAMBLE

We, the pupils of the seventh grade, in order to form a more perfect organization, establish justice, obtain a cooperative class spirit, provide for a working condition for all, encourage self-control, and secure respect for our class and our school, do ordain and establish this constitution for the Civics Club of the Seventh Grade of the Wm. Hooper School, Wilmington, N. C.

ARTICLE I

Sec. I. The Legislative Department shall consist of a Senate and a House of Representatives.

Sec. II—1. The House of Representatives shall be composed of five members chosen every two weeks by the members of the club.

2. No person shall be a representative who does not pass his work and does not cooperate with the class in the betterment of the class.

3. The House of Representatives shall choose its chairman.

4. The House of Representatives shall have power to impeach.

Sec. III—1. The Senate shall be composed of three members chosen by the members of the club for six weeks.

2. No person shall be a Senator who does not prove himself a beneficial citizen of the class, who does not pass his work, and who does not come to school regularly.

3. The Vice-President of the club shall be the President of the Senate.

4. The Senate shall have power to try impeachments.

5. Judgment in cases of impeachment, if the person is found guilty, shall be removed from office, and disqualification to hold any office of the club again during the school year.

Sec. IV. The Congress shall assemble once each week, on Monday morning at 8:45 o'clock.

Sec. V—1. A majority of each house shall constitute a quorum for business.

2. Each house shall keep minutes of its meetings and read to the club.

Sec. VI. All laws concerning the conduct of the members of the class, and for the punishment for certain conduct, shall be made by Congress.

ARTICLE II

Sec. I. The Executive Department shall consist of a President, Vice-President, and five Secretaries.

Sec. II. The President and Vice-President are elected by the members of the class for a term of four weeks.

Sec. III. The President shall appoint five Secretaries to aid him in promoting the welfare of the class. They are as follows: Secretary of Protection of School Property, Secretary of Schoolroom Behavior, Secretary of Classroom Attractiveness, Secretary of Cleanliness of Schoolroom and Grounds, and Secretary of Sportsmanship on school grounds. These secretaries shall form the President's Cabinet, and shall be appointed by the President for four weeks.

Sec. IV. No person who does not prove to be a good citizen of the class, who does not come to school regularly, who does not make a grade of 85% on his work, and who is tardy, shall be President or Vice-President of the club.

Sec. V. The Vice-President shall assume the power and duties of the President in case the President is removed from office or withdraws from school.

Sec. VI. The President (together with the teacher) shall be the chief advisor of the club.

Sec. VII. An officer of the Executive Department may be removed from office if convicted of unfaithfulness to the club or for improper conduct.

ARTICLE III

Sec. I. The Judicial Department shall consist of a Supreme Court of five judges and an inferior court of five judges. The judges shall be appointed by the President and shall hold office during good behavior.

Sec. II. The Supreme Court shall have power over all cases concerning misdemeanors on the school grounds or disputes between club members.

Sec. III. The Superior Court shall have power over all other cases.

ARTICLE IV

Sec. I. All members of the club shall be given equal privileges.

Sec. II. All members have a right to vote.

Sec. III. No person shall be punished until he has been tried by a jury.

Sec. IV. All persons shall have a right to hold and enjoy his property without interference from others so long as this possession does not annoy others.

ARTICLE V

The ratification by two-thirds of the members shall be necessary for the establishment of this constitution.

The class adopted the constitution readily and unanimously. All went to work very enthusiastically, each to do his part in making the club worthwhile.

A number of by-laws have been made by the legislative department. The court is called to order every afternoon and if any members have committed misdemeanors during the day they are brought to trial.

I have found the children to be very just in their accusations and decisions, and need very little advice or restraint.

The different executive departments, made up of the secretary and five members, are doing some very effective work. Each department tries to see how high it can make its score go up on an efficiency chart that is placed in front of the classroom. (I score them there.)

An especially beneficial project is being carried out by the conduct and sportsmanship departments in school citizenship. These committees made a special study of what is meant by a good citizen and formed a citizenship guide, which was presented to the class. The class adopted the guide as the requisite of good citizenship.

One child made a chart using the above scale of citizenship. She printed the requisites and illustrated each in freehand drawing. The chart was then placed on the wall in view of the class. The chart is as follows:

	<i>Points</i>
1. Return all borrowed property.....	3
2. Be punctual in getting to school.....	7
3. Get your work in on time. Fine attention during class.....	10
4. Keep schoolroom attractive. Take care of school property.....	10
5. Be quiet when entering and leaving classroom. Respect authority.....	13
6. Be honest in work and play.....	15
7. Be courteous and polite. Be clean in thought and habit.....	17
8. Govern yourself, think, choose, and act independently.....	25
	<hr/> 100

Each child scores himself and is scored by the conduct committee. I find that each one takes a great pride in making a high score every day.

CHAPEL PROGRAM ON OPTIMISM*

The following program was worked out by a group of Fifth A pupils to be given at one of their civic club meetings. The poems were brought in by the pupils and the comments made by the president were worked out in the auditorium class by the pupils with the aid of the teacher. The songs were selected by the pupils and learned in the music room. The game played, Squirrel and the Nut, was taught in physical education. The posters of the Optimist and Pessimist were made in art. This work was done at the time that the pupils were studying poetry in their language work.

This program* was given in chapel after being given in the club meeting. Rows of desks were placed on the stage with the large desk for the president at one side. The stage was made to look like a schoolroom with bulletin boards placed on both sides and large posters on the wall at the back.

Class President: It gives us great pleasure to present to you a short program on Optimism. A month ago we hardly knew what the word meant, but now the more we know about it the better we like it. Tom Smith will explain just what we do mean by Optimism. Tom Smith!

Tom Smith: Optimism is just plain "smilin' through," "keeping your sunny side up," whether it be sunshine or rain; bad roads or good ones; smooth sailing or tempest-tossed; glad times or heartaches; up in the air or down on your luck.

*Similar programs might be worked out on Thrift, Safety, Honesty, etc. They serve as stimulations to worthy ideals.—Kinston Public Schools.

But by this we do not mean that the optimistic person is that reckless individual who just grins at life and doesn't care a straw whether things are good or bad for himself or the other fellow.

The truly optimistic are those cheerful ones who look for good in everything and never fail to see the silver lining through every dark cloud shining.

President: John Smith, can you give us a thought on Optimism?

John Smith: Seems to me this little jingle expresses the spirit of Optimism:

"For every evil under the sun there is a remedy or there is none.

If there is one, try to find it,

If there is none, never mind it."

President: Will the class please stand and sing "Brighten the Corner." One, ready; two, stand! (He counts in like manner for them to be seated.)

President: All about us we see every day the Optimist and the Pessimist, who is just his opposite, going about with a long face and looking always on the dark side of life.

There have been great men of all times who have striven in song and story to spread abroad in the land the spirit of Optimism. The poet, Foss, warms our hearts with his "Hullo" poem. James Johnson will give us Foss's "Hullo."

James Johnson:

1

If you meet a man in woe
Walk right up and say "Hullo."
Say "Hullo" and "How d'ye do,"
An' how's the world a' servin' you?
Slap the feller on the back,
Bring your hand down with a whack,
Walk right up an' don' go slow,
Smile, an' shake, an' say "Hullo."

2

Is he clothed in rags—Oh, sho,
Walk right up an' say "Hullo."
Rags is but a cotton rôle,
Jest fer wrappin' up a soul,
An' a soul is worth a true,
Hale and hearty, "How d' ye do!"

3

When big vessels meet they say
They salute and sail away.
Jest the same are you and me,
Lonesome ships upon a sea;
Each one sailing his own job,
For a port beyond the fog,
Let your speaking trumpets blow,
Lift your horn and cry "Hullo!"

4

Say "Hullo" and "How d' ye do!"
Other folks are good as you.
When you leave your house o' clay,
Wandering in the far away
'Tother side the range,
Then the folks you've cheered
Will know who you be
An' say "Hullo!"

The remainder of the program was as follows:

Shine, Shine, Just Where You Are.
Frank L. Stanton's Definition of Optimism.
Smile Awhile and Give Your Face a Rest.
Robert Browning as an Optimist.
Play as a Contributor to Optimism.
James Whitcomb Riley's *There Little Girl Don't Cry!*
Robert Loveman's Rain Song.
It Isn't Any Trouble to Smile.

PLEDGE AND SET OF RULES FOR A BASEBALL TEAM*

It was discovered that there was a great deal of friction in one of the ball teams in a sixth grade. The team was about to be split up and some of the boys were going to form a new team, which would have made both teams weak. The class laid the case before the teacher who became judge and appointed a jury. Both sides stated their grievances. The jury met that afternoon, decided to reorganize the team, letting one of the best players decide upon the line-up. The jury then wrote a pledge and a set of rules which the class had to promise to try to follow before becoming members again. They adopted the rules, signed the pledge and since then the team has been very successful.

*Kinston Public Schools.

PLEDGE

On my honor, I will try to support my manager and my fellow players to the best of my ability and hold down my part of duty as best I can.

SET OF RULES

1. I will not smoke.
2. I will not curse.
3. I will encourage my team rather than be a knocker.
4. I will not cheat.
5. I will be a good loser.
6. I will be a generous winner.
7. I will come to all practices when possible and give my manager a good excuse when it is impossible.

MEASURING GROWTH IN CITIZENSHIP

Estimating gains made in right conduct responses is an important phase of teaching procedure. It is the technique by which the teacher discovers whether or not worthy habits, attitudes, information, and understandings have been or are being established—what additional habits, attitudes, information, and understandings need most to be emphasized—and what methods and materials are most useful in effecting the desired results.

It is hoped that the course of study is such that behavior as reflected in ideals, attitudes, and habits—not civic information—is the important factor. No completely satisfactory tests have as yet been worked out, but suggestions are offered here for individual and class surveys to be made by the teacher alone, the pupil alone, or by the two together, at intervals throughout the year, so that she and they may check definitely and regularly the progress being made and determine the effectiveness of the various phases of citizenship training.

COMMERCIAL TESTS: These are of two types—the work-book and the regular form of standard tests. Both test civic information and attitudes, and the results give some notion of pupil's power for ethical discrimination and his background of information.

Work Books:

- Collins. Citizens in the Making (Grs. 1-6). Dr. C. A. Gregory, University of Cincinnati, Cincinnati, Ohio.
Morgan. Case Studies for Classes in Civics (Grs. 6, 7). Laidlaw.
Gentry. Character Education (Grs. 4-7). Heath.

Tests:

- Brown-Woody. The Brown-Woody Civics Test (Grs. 7, 8, 9). World.
Chassell-Upton. Scales in Citizenship. Bureau of Publications, Teachers College.
Hill. Civic Tests (6, 7). Attitudes and Information. Public School Pub.
Correll, Coxe and Orleans. Rating Scale for School Habits (1-12). World.

INFORMAL TESTS: The above tests help the teacher and pupils to secure clear ideas of desirable behavior, but direct observation of pupil activities is the surest, best test of the quality of citizenship. The Chassell-Upton Scales are particularly usable and practical as the following sample will show:

EXTRACT FROM CHASELL-UPTON CITIZENSHIP SCALE—G

Score in Points.....School.....Date.....
 Name.....Sex.....Grade.....
 Age: Yr.....Month.....Pupil marked by.....

- | | | | | |
|---|---|---|---|--|
| 0 | 1 | 2 | 3 | Keep pencils sharpened, ready for use. |
| 0 | 1 | 2 | 3 | Passes and collects materials promptly. |
| 0 | 1 | 2 | 3 | Opens doors for others. |
| 0 | 1 | 2 | 3 | Speaks without shyness and in a direct manner. |
| 0 | 1 | 2 | 3 | Does not indulge in sweets to a harmful extent. |
| 0 | 1 | 2 | 3 | Acknowledges favors graciously. |
| 0 | 1 | 2 | 3 | Anticipates his needs and does not borrow. |
| 0 | 1 | 2 | 3 | Enjoys the beautiful in art and nature. |
| 0 | 1 | 2 | 3 | Is thoughtful in making requests of others, including helpers. |
| 0 | 1 | 2 | 3 | Gives praise where praise is merited. |
| 0 | 1 | 2 | 3 | Plans his daily program so that there may be a healthful balance between work and outdoor activities. |
| 0 | 1 | 2 | 3 | Takes care not to promise more than he can fulfill. |
| 0 | 1 | 2 | 3 | Gives proper criticism in a courteous manner, and accepts suggestions from others and profits by them. |
| 0 | 1 | 2 | 3 | Sees details in their relation to the whole, and selects essential points. |
| 0 | 1 | 2 | 3 | Tries to do his best, even when the task is disagreeable, or praise is not forthcoming. |
| 0 | 1 | 2 | 3 | Seeks intelligently opportunities for serving others. |
| 0 | 1 | 2 | 3 | Has faith in others. |
| 0 | 1 | 2 | 3 | Does not indulge in injurious or other debasing practices. |
| 0 | 1 | 2 | 3 | Faces facts squarely and does not allow himself to be misled by prejudices. |
| 0 | 1 | 2 | 3 | Considers candidates from the standpoint of the qualities essential for leadership, and elects a person for no other reason than his fitness for the position. |

Many forms for recording practice in the home, school and community may be used. Class histories and calendars—daily, weekly and monthly diaries—class and individual (including parents) estimates of each other's citizenship performances. A word of caution is needed with regard to participation of parents in rating. If a record is sent to them, it should be preceded by a personal visit to, or conference with parent, at which time purposes and plans are explained in detail, because of the essentially personal nature of the problem and because the best possible results cannot be secured without their coöperation it is advisable to make the development of desirable traits the subject of special study. The discussion of questionnaires in the Course of Study in Health should prove helpful.

Because of their suggestiveness the following illustrative records used by many schools are given:

HABIT SCALE FOR PRIMARY GRADES

Date.....

School.....

Teacher.....

Grade.....

	Check for Exceptions					
Habit of talking quietly						
Habit of moving quietly { rooms } halls						
Habit of carrying chair properly and placing it carefully						
Habit of going close to the person you wish to speak to						
Habit of coming to school at proper time						
Habit of attending closely to the person speaking to you, or to the group of which you are a member						
Habit of taking place in line without pushing						
Habit of working with concentration						
Habit of offering help						
Habit of sharing materials and tools generously						
Habit of working neatly						
Habit of picking up and keeping things in order independently						
Habit of using books carefully						
Habit of quiet attention in auditorium during assemblies						
Habit of attending to teacher or group leader, instantly, when attention is demanded by gong, bell, or other signal						
Habit of using blocks or other materials with no unnecessary noise						
Habit of obeying the teacher instantly when commands are given						
Habit of entering into group activities to the best of the child's ability, offering suggestions, giving help, and working for their success						

A suggested form for surveying class to note needs and improvements at the opening of school, at midyear, and at the end of the year is given.

Name of Child..... Age..... Grade.....

Note: Health Habits and Attitudes: See Course of Study in Health.

SOCIAL AND MENTAL CHARACTERISTICS	FALL	MID-YEAR	SPRING	REMARKS
Apprehensive.....				
Assertive.....				
Complacent.....				
Complaining.....				
Contented.....				
Considerate.....				
Dependable.....				
Dreamy.....				
Erratic.....				
Excitable.....				
Moody.....				
Petulant.....				
Playful.....				
Quarrelsome.....				
Sensitive.....				
Serious.....				
Suggestible.....				
Suspicious.....				
Sympathetic.....				
RESPONSES TO PEOPLE				
Leads.....				
Participates.....				
Contributes.....				
Is responsible for: 1. Self.....				
2. Others.....				
Works alone.....				
Works in group.....				
1. Gregarious.....				
2. Co-operative:.....				
a. Spontaneously.....				
b. Called together for definite purpose.....				
Criticizes constructively: 1. Self.....				
2. Others.....				
Willingly takes and uses constructive criticism from:.....				
1. Another pupil.....				
2. Group.....				
3. Grade teacher.....				
4. Principal.....				
Controlled by:.....				
1. Teacher.....				
2. Other members of class.....				
3. Self.....				
Obeys:.....				
1. Willingly.....				
2. Reluctantly.....				
Has orderly habits in:.....				
Materials.....				
Room.....				
Hall.....				
Playground.....				
RESPONSES TO MATERIALS				
Initiates.....				
Plans.....				
Executes.....				
Overcomes difficulties.....				
Perseveres to end.....				
Follows directions.....				
LANGUAGE AND LITERATURE				
Speech:.....				
Quality of.....				
Voice.....				
Enunciation.....				
Special difficulties.....				
Oral Expression—ability to:.....				
Talk intelligently.....				
Question intelligently.....				
Converse.....				
Discuss.....				
Narrate.....				
Reproduce.....				
Appreciate.....				
Originate.....				

	FALL	MID- YEAR	SPRING	REMARKS
Reading:				
Ability to comprehend.....				
Loves to read.....				
Writing, ability to:				
See defects of product.....				
Improve product.....				
Number, ability to:				
Discriminate, e. g., relative sizes, amounts, weights, etc.....				
Measure.....				
Count.....				
Science:				
Observes animal and plant life.....				
Interested in natural elements and forces.....				
Experiments.....				
Asks questions or gives information spontan- eously.....				
Arts:				
Industrial Arts, ability to:				
Appreciate work of others.....				
Reproduce work of others.....				
Originate new ideas.....				
Develop skill in production.....				
Gain knowledge of arts.....				
Improve in expressing ideas.....				
Fine Arts, ability to:				
Appreciate work of others.....				
Reproduce work of others.....				
Originate new ideas.....				
Develop skill in production.....				
Gain knowledge of arts.....				
Improve in expressing ideas.....				
Dramatic Arts, ability to:				
Participate in plays of others.....				
Express ideas of others.....				
Originate new ideas.....				
Music:				
Interest in trying to sing.....				
Interest in interpreting music.....				
Interest in listening to music.....				
Ability to reproduce songs.....				
Ability to originate songs.....				
Ability to give rhythmic response through following others.....				
Ability to give rhythmic response through originating new responses.....				
Ability to lead a song.....				
Ability to teach a song.....				
SOME UNDERSTANDINGS AND APPRECIATIONS, SUCH AS:				
Interdependence of individual on society.....				
Interdependence of groups and nations.....				
Value of loyalty to ideals.....				
Desirability of good hygienic conditions for practical and for aesthetic reasons.....				
Physical fitness.....				
Creditable performances of others in discovery, communication, and expression.....				
Value of well-appointed home, church, social centers.....				
Value of labor and skill in home.....				
Each individual's relation to home.....				
Right attitude toward work.....				
Right attitude toward associates.....				
Value of a finished performance.....				
Rights of workers.....				
Duties of workers.....				
Importance of having leisure.....				
Importance of spending leisure advantageously.....				
Importance of having varied interests.....				
Seeing beauty in nature.....				
Seeing beauty in art.....				
Personal idealism.....				
Altruism.....				
Respect for personality of others.....				
Dynamic faith.....				

Note:—Forms similar to this on the primary level may be secured from Bureau of Publications, Teachers College.

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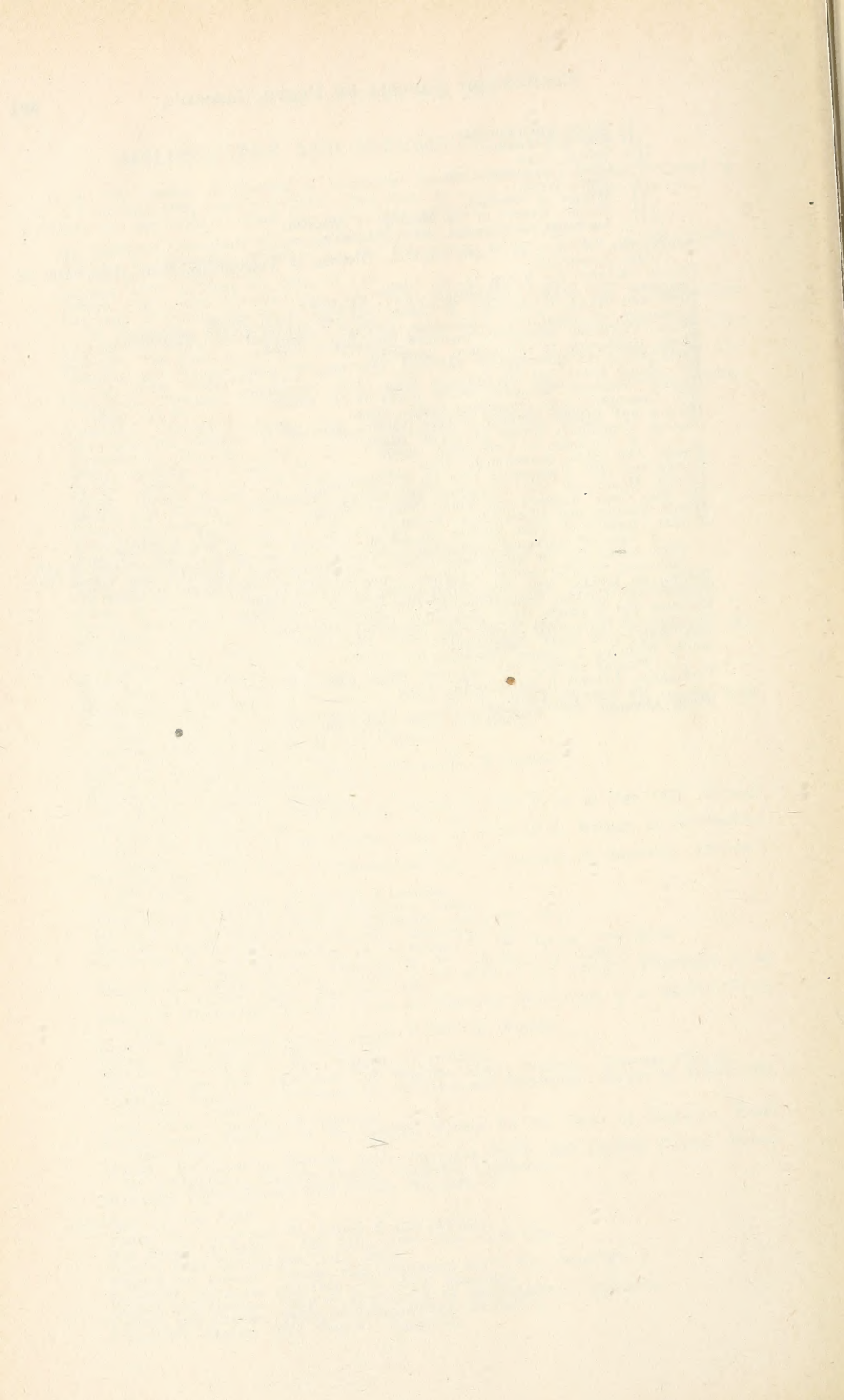
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